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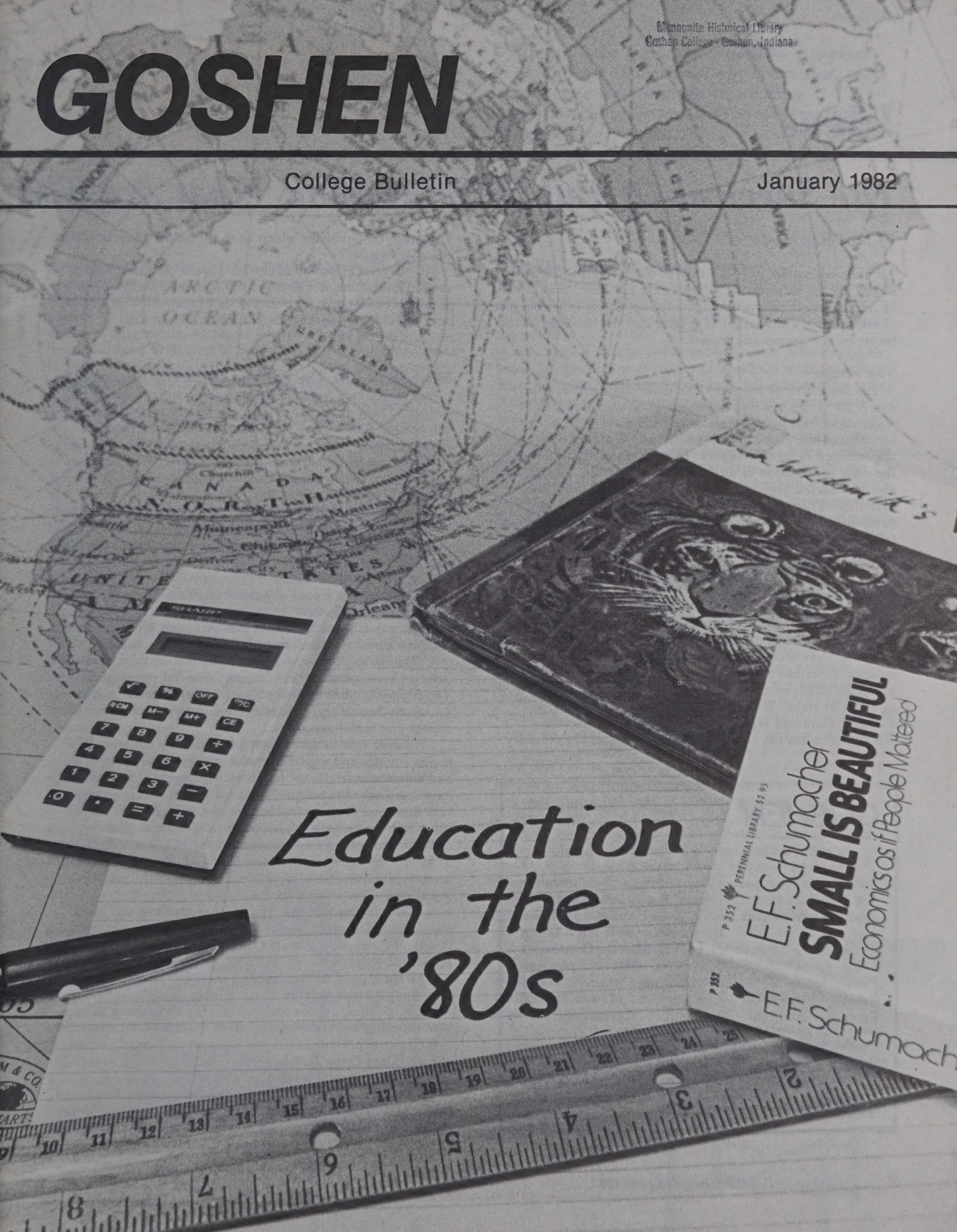
College Bulletin January 1982



The Survival Of Public Education: What Are The

By Karl Massanari

Public education, once a vision of our forefathers, now is struggling for survival. Its purposes are not clear, it is in need of reform and it receives inadequate support. It is the subject of serious study, the target of critics, and yet the hope of the future of our democratic society.

The Vision

The launching of the American democratic experiment nearly 200 years ago was an earlier giant step forward for mankind on this planet. Emerging from a vision of our forefathers, the young nation embarked on an undertaking unparalleled in human history. That vision included not only the early formulation of an American democratic society, but also how such a society could be sustained and developed over time. They argued that the key to sustenance and development was an enlightened citizenry and that the means to that end was public education with public support. This was the vision which led to the establishment of a system of public schools, compulsory attendance laws and other supporting mechanisms.

The vision of our forefathers became a reality. But now many are asking: Can public education survive? This is a legitimate question. And let it be clear that it is not one that only educators must address; it must be dealt with by society-at-large. American society cannot afford to ignore the problems which confront public education because its own future is at stake. We cannot expect local school boards, administrators and teachers to solve the problems; their solution requires the collective efforts of the entire citizenry. To ignore the problems which confront public education is to court its demise.

The survival of public education hinges on our ability to answer several major questions. What should be the purpose of public education? Who should be educated? Who should pay? Should we have private education? What kind of teachers do we want?

What Should Be The Purpose Of Public Education?

Our forefathers were clear about the general purpose of education in a democratic society: it was to sustain the democracy. While there were differences among them regarding what form public education should take, there was consensus on the general purpose. Two hundred years later the situation is much more complex and the basic question of purpose is still with us.

The complexity of the present situation can be highlighted by noting a number of related sub-questions:

1. Who should (has the right to) determine the purpose of public schools? The local community? The state? The federal government? Or is it a shared responsibility?
2. Is the primary goal of public schools to serve the society, the individual or both?
3. How much weight should parental expectations for their children have in determining the role of public schools?
4. Should schools serve primarily as transmitters of the cultural heritage or as instruments for social reconstruction? The former implies teaching about "what is good" about American democracy; the latter a critical analysis of our society and social action.
5. Should schools be expected to fulfill a wide array of societal needs and expectations which are often peripheral and sometimes irrelevant to education? For example, schools have been asked to administer the distribution of government ration stamps; to promote the sale of U.S. bonds; to collect scrap iron; to operate school lunch programs; to provide driver education, sex education, alcohol and drug education; to serve as primary mechanisms for racial integration; to be primary disciplinarians of children and youth; to provide moral and value education; etc.
6. Recognizing that the education of children and youth also is provided through other social institutions, e.g., the family, the church, the media, the community, what can schools do best? What unique purpose shall they serve?
7. What should be the orientation/stance of public schools in a context characterized by conflicting value systems in religion, politics, economics, and morals, and among people with differing life styles and levels of socio-economic status?
8. How should public schools respond to a society which is characterized by an ever-increasing rate of change, especially in the areas of science and technology?

These sub-questions, and others which could be mentioned, shed light on the complexity of determining what should be the role of public schools in our society. Americans have not

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While we have made considerable progress in extending educational opportunities, we have a long way to go in equalizing educational opportunities for all American children and youth.

Issues?

given this question the attention that it deserves. We need a representative top-flight, blue-ribbon group to readdress the question, to clarify the purpose of public education at this time in our history and to give us general guidance and direction. Meanwhile, we might do well to re-examine the Seven Cardinal Principles of Secondary Education enunciated in 1918 by a distinguished Commission on the Reorganization of Secondary Education: health, command of fundamental processes, worthy home membership, vocational efficiency, worthy use of leisure time and ethical character.

Who Should Be Educated?

From the beginning, the implicit answer to that question was that *all* American children and youth are entitled to equal educational opportunities so that they would all become productive citizens. During the first half of our history, elementary education was made available at public expense. Secondary education was added in principle with the famous Kalamazoo decision handed down by the Michigan Supreme Court in 1874. In practice, however, it took years before Americans-at-large took advantage of these new educational opportunities. It wasn't until the 1950s that we began to take seriously the implications of a free and equal education for *all* American children and youth including the children of minority groups, and until the 1970s for handicapped persons. Meanwhile, some states have extended the principle of free public education to include attendance at public junior or community colleges.

While we have made considerable progress in *extending* educational opportunities, we have a long way to go in *equalizing* educational opportunities for *all* American children and youth. Currently, we are struggling with upgrading the quality of education in the inner cities and with how best to provide equal educational opportunities for the disabled.

It should be noted here that the United States is the leader among nations of the world in providing educational opportunities for *all* of its citizens. Other nations study our public education system and experience to improve their own.

American society cannot afford to ignore the problems which confront public education because its own future is at stake.

In keeping with the original purpose of public education, we are on the right track with respect to who should be educated. Free and equal educational opportunities are the right of every American child and youth. That principle allows for no rejects.

Who Should Pay For Public Education?

The answer to who should pay for public education seems so apparent: the public, of course. If education is to benefit society-at-large, then the public should pay for it. But, who is the public?

This issue is part of two larger questions: Who should be taxed for the welfare of society-at-large? On what basis should taxes be levied? Historically, we have relied heavily on taxing property owners. While this may have been a satisfactory answer for an earlier period of our history, it no longer is appropriate as the only way to raise public revenue. Over time, governments have added income taxes, sales taxes, and an assortment of excise taxes in order to equalize the tax base. Financing public education, however, still relies primarily on property taxes and increasingly it is recognized that this approach is unsatisfactory and inadequate, if not unfair. We need a major overhaul of the taxing structure to support public education; the taxing base should be more representative of potential sources of revenue.

Support for public education is derived from three sources: local governments, state governments and the federal government. Over the years, we have adhered in a general way to the principle that local governments (school districts) should provide the largest share of support, states next and the federal government the least. Issues arise, however, when one considers *ability to support.* States do not have equal ability to support education and neither do school districts within the states. We have attempted to solve this problem by allocating resources on the basis of need, and by establishing minimum bases of support within states. The basic issue has been whether to expect each state and each district to carry its own weight in supporting public education or to augment revenues from other sources in those cases where there is greatest need.

Americans need to give concerted attention to the problem of financing public education. If public education is as important to the welfare and future of society-at-large as argued in this discussion, then we must give it higher priority than we have in the past in providing for its support. Such support should be both adequate and reasonably stable.

Why Private Education In A Democratic Society?

The discussion up to this point has focused on public education. In practice, however, we have a dual system of education: public and private. What is the rationale for a dual system of education?

It follows that a society which values differences, diversity, dissent and minority opinion should allow the establishment and conduct of private education. Furthermore, adherence to the principle of the separation of church and state also supports the legitimacy of private education.

Differences in the quality of education in the private sector exist just as they do in the public domain. The best in private

The quality of any educational system depends ultimately on the competence of teachers who provide the instruction.

education serves as a constant stimulus to the improvement of public education. The poorest calls for quality controls by society-at-large.

While private education serves a useful social function, it must be noted that those who "have" are generally those who can afford it while the "have nots" cannot. If private education were to expand to become the predominant or sole means for educating American children and youth, we have in effect created a new system of "public education." This new system would reflect the goals of a wide variety of special interest groups leaving little room for providing for the welfare of society-at-large.

The implications for public education are real. It must move with greater determination from a position of being a common leveler toward one of enhancing the potential of all individuals. It must do more to value differences, diversity and minority opinion. It must come to terms with its responsibility for moral education. It must upgrade its educational programs. The responsibility for such improvements and others rests not only with educators but with society itself.

What Kind Of Teachers Do We Want?

The quality of any educational system depends ultimately on the competence of teachers who provide the instruction. Competence for teachers in public schools includes:

- thorough knowledge of the subject matter being taught, of how human beings develop and of the principles of teaching and learning;
- a repertoire of effective performance skills and human relations skills;
- a positive self-image and positive attitudes toward learning and learners;
- a belief in the dignity and significance of the profession;
- commitment to helping students learn and to assisting each individual to reach his or her potential;
- valuing of individuals, diversity, differences and minority opinion;
- and an integrated philosophy of education which provides the base for teaching.

Teaching is concerned primarily with persons, with learners, and that is what makes it demanding. Teachers facilitate learning. They create environments and provide instruction which makes it possible for learners to learn. They cannot make students learn; only students themselves can do that.

The teaching of competent teachers, however, is not enough to ensure the success of public education or even its survival. What is required is a complex support system emanating from a wide range of sources:

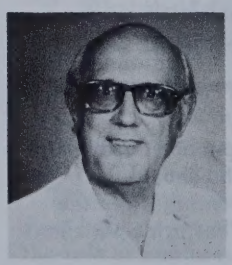
- From society-at-large and the community: a positive image of the teaching profession, giving education the high priority which it deserves, reasonable expectations for the roles of schools and teachers and adequate financial and other resources.
- From parents: having children in a state of readiness for schooling, cooperation with the school in assisting children and youth to learn, promoting positive attitudes toward learning and providing the basic instruction in the development of appropriate values, morals and attitudes.
- From school administrators: establishing and maintaining an appropriate environment for teaching and learning, providing opportunities for teachers to improve their knowledge and skills on the job, providing necessary instructional and other resources and creating a climate within the school which encourages experimentation and innovation.
- From students: positive self-images, wholesome and positive attitudes toward school and learning and responsible behavior.
- From the profession: assistance in improving working conditions and improving teachers' knowledge and skills, political support at the national and state levels and a primary concern for improving the quality of education rather than the enhancement of the profession.
- From schools, colleges and departments of education in higher education institutions: sound preservice preparation which in the future may require more than a typical four-year degree program, relevant in-service education programs which address the perceived needs of classroom teachers, a variety of approaches for delivering in-service education programs and receptivity to teachers' ideas and calls for special assistance.

What this all means is that the education of our children and youth is a collective responsibility. While classroom teachers carry primary responsibility and are the crucial factor in helping pupils to learn, they cannot be held solely accountable if learning does not occur.

The teaching of competent teachers, however, is not enough to ensure the success of public education or even its survival.

Can Public Education Survive?

My answer to that question is a clear and resounding, "Yes, if . . . " If the problems identified above, and others which might be mentioned, are seriously addressed by all of the groups which have a stake in public education, then I believe that it will survive. If attention to these problems is serious enough and appropriate actions are taken, then public education may even be improved, which takes us back to the vision of our forefathers who would have wished it so.



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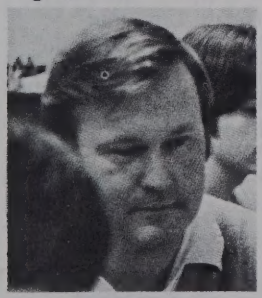
The Politics Of Teachers

By John J. Smith

A group of vocal parents forces a controversial novel off an 11th grade reading list. Teachers strike when negotiations with the school board break down. A school board fires a teacher for teaching value-laden topics through open discussion. A student and his parents go to court to appeal the student's expulsion from school. Students, parents, teachers, administrators, school board members and special interest groups move to influence schools and their students. Teachers, as a group and as individuals, are subject to pressure from all sides. The conclusion that teaching is becoming an increasingly political activity can hardly be escaped.

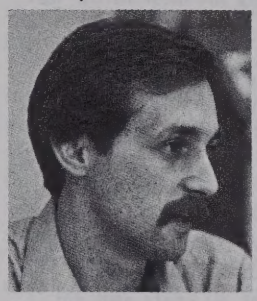
The power and influence of teachers over their students has always been recognized. But teachers today are going beyond the classroom door to exert their influence. The National Education Association, the dominant teachers' association in the U.S., has become overtly political in the past 20 years. It began promoting collective bargaining in the '60s; by the early '70s NEA pressure had forced more than 25 states to enact collective bargaining for teachers. Classroom teachers have replaced administrators as leaders of the NEA and its state and local affiliates. Teachers have become active lobbyists of state and federal governments for both their own and their students' welfare. At the 1980 Democratic Convention, 480 delegates and alternates were NEA members.

The political nature of teachers' organizations has posed new dilemmas for teachers committed to Jesus' life and teachings as their norms. Hundreds of Goshen College graduates are among these teachers. Increasingly open and frequent conflicts between teacher organizations and management have sometimes exposed "bad faith" on the part of management or teachers or both. Acting in "good faith" implies honesty, openness to other points of view and avoidance of verbal and physical violence. Teachers cannot entirely avoid involvement in power conflicts. They can choose, however, whether or not to join teachers' organizations and, if they join, how active they want to be.



Lambright

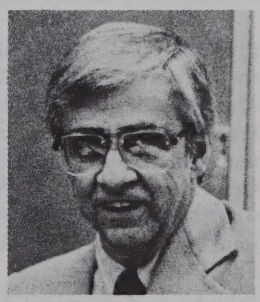
Wayne Lambright '62, a math teacher at Goshen High School, decided to join his local teachers' organization a few years after he began teaching but chose, as many teachers do, to be a passive member. Gradually he became convinced that the NEA and ISTA (Indiana State Teachers' Association) and his local education association were important because they lobbied legislatures in the interest of schools and published helpful educational materials. When the Indiana legislature passed a collective bargaining law in 1974, Lambright's teaching colleagues asked him to use his computer skills to help formulate a salary schedule. From that time on, he has been actively involved in collective bargaining in his local teachers association. For five years Lambright has been one of the three teachers from the Goshen schools who negotiate the master contract, including salary and fringe benefits, with representatives of the school board. In the negotiations in which he has participated, he has found both labor and management to be acting in good faith. He believes strikes are unnecessary if all parties negotiate with openness and honesty.



Bauman

In contrast to Lambright's gradual involvement, *Dave Bauman '78*, a third-grade teacher at Millersburg (Ind.) Elementary School, has been an active member of the local NEA affiliate since he began teaching. He was a member of the negotiating team at the end of the first year, vice president of his local association the second year and president the third, 1980-81. Bauman credits such active involvement with forcing him to become informed on important school issues, giving him many opportunities to meet and learn from other teachers and helping him develop professional confidence and competence.

Bauman intends to stay involved with school issues, even though his term as president has expired. He is intrigued with the possibilities of using the power of teacher organizations well; he believes united local teachers wield power with the school board and administration. He feels fortunate to have local colleagues who are sincerely interested in their students, not only in their own welfare. An example of such interest was seen last year when Bauman's fellow teachers took the initiative to request in-service training in several areas which they believed would make them better educators.



Weaver

Maynard Weaver '51, a math teacher at NorthWood High School, Nappanee, Ind., was a leader in local and state teacher organizations for more than 20 years. But he recently resigned during his third term as a member of the Indiana State Teachers' Association Board of Directors. Currently he is backing away from involvement with the ISTA and NEA, although he has retained his membership, because of his reservations about how the organizations are controlled and operated.

As a member of the ISTA board, which represents 40,000 teachers, Weaver found himself on the management side of the bargaining table facing increasingly militant field representatives that the ISTA employs full-time to assist local affiliates. His disillusionment with the ISTA began when he

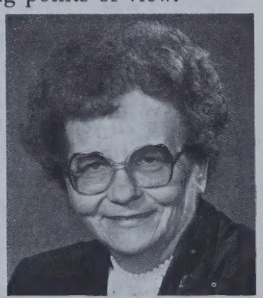
began to perceive the field representatives as "unaccountable" to the board, and saw their demands for their own salaries and benefits as unreasonable.

According to Weaver, negotiations between ISTA management and the representatives were routinely conducted in an atmosphere of tension and hostility, with much verbal abuse and even acts of harassment not uncommon. During at least one closed session, said Weaver, field representatives continually rang the doorbell and pounded on the door of the room in which the session was taking place. During another session, he said, a representative told a person on the management team, "Only one of us is going to leave this room, and I intend it to be me." The manager was not harmed, but when he went to the parking lot later in the day, he found the door of his car glued shut.

Weaver obviously has mixed feelings about participation in an organization whose primary purposes he still believes in. "I think a lot of good has come out of the organizations," he said, adding that he believes they could wield their power constructively and in such a way that it combats the cynicism and bitterness that come with constant, unresolved conflict.

"I'm not saying that I was lily-white during all of this," Weaver said. "I have a temper, and I went home ashamed a lot of nights because of the shouting I did. And I'm not saying that I think I've been a sinner for 20 years and am now repenting. I know a lot of people participate in the organization in good conscience, like I did for a long time. But there's just a fine line I think everybody draws for themselves. For me, that line was crossed over."

Many Goshen College graduates besides Lambright, Bauman and Weaver are actively involved in teachers' organizations. But the reasons others cite for remaining uninvolved, or less involved, are many. New teachers are often too overwhelmed with the demands of classroom teaching to become concerned about issues that go beyond their daily tasks. Some teachers choose, after careful reflection, to be passive members because they have higher priorities on their time. Others choose to be passive in teacher organizations because they do not share the prevailing points of view.



Rouner

Evelyn Rouner, home economics professor at Goshen College during the current sabbatical of Catherine Mumaw, actively opposed her local teachers' organization in her last teaching position. As a professor at Central Michigan University, Rouner was obligated by local union laws to join the Central Michigan University Faculty Association, the Michigan Education Association and the NEA. The faculty association, which has a membership of 600, has filed a suit against Rouner and over 100 other faculty members who refused to join.

Rouner has not always been opposed to participation in such organizations. She was in fact a charter member of the faculty association and was later president of a district of the NEA. But in time she came to believe that too many of her colleagues in the association were concerned about their own welfare at the expense of their concern about improving education. She also objected to forced membership in local, state and national levels of NEA, on the grounds that compulsory membership violated constitutional rights and that the tactics of the union conflicted with her Christian principles.

"We began the association with a lot of idealistic goals," said Rouner. "We wanted to find an alternative model of negotiation that could achieve things the majority of us believed in — to help us raise the level of teaching effectiveness. But gradually ethics got pushed out of the picture."

Rouner became disillusioned with the association, feeling that "love, justice and peace" were not among the motivators behind the group. She described an atmosphere of "subtle, verbal forms of violence, a general feeling of 'not-peace.' "

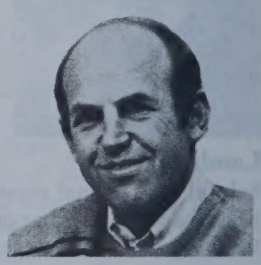
"Instead of functioning for the good of the teachers and their students, what I saw happening was the association causing further polarization and lack of communication. And the goals of the organization seemed to me to become entirely selfish."

Rouner is trying to keep an open mind about teachers' associations, despite her own experience. "I'm not making a blanket statement that 'unionism is bad,' " she said. "I don't judge those who do choose to belong and be active. I'm a great believer in differences — that differences make us great."

Rouner has been disappointed that her "difference" in this situation has been found intolerable.

Another aspect of the teacher associations that Rouner objects to is that, although a teacher may see nothing objectionable going on in his or her local organization, the dues that teacher pays are going into a much larger national organization. "I was never able to get the facts on just what all that money was being spent for," she said. "Maybe it was being used for political purposes that I am not willing to support. But I couldn't find out, and I consider that bad stewardship of my money."

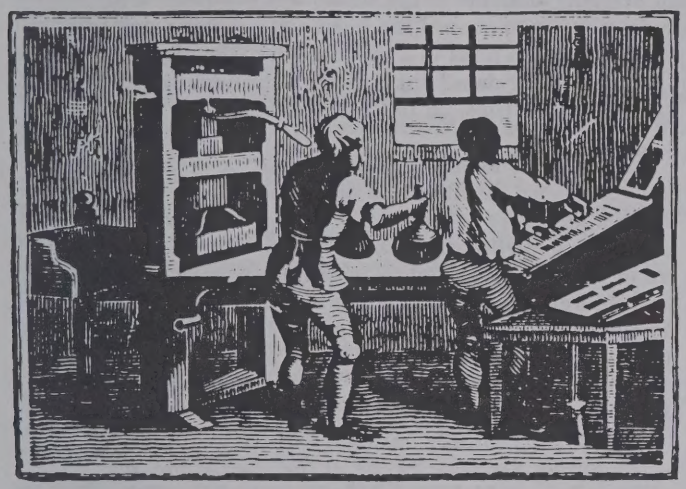
Unionism came to teaching later than to other segments of labor. With it have come new, political dilemmas for teachers who seek to exercise power through servanthood rather than by dominion and who prefer to respond to conflict with forgiveness rather than hostility. Today's complex interplays of power in schools make the choices difficult. Christian teachers need to be aware management and unions often do not operate on Christian principles; they must determine, often with the help of Christian sisters and brothers, appropriate responses to power plays on both sides.



John J. Smith is associate professor of education at Goshen College.

The New Technology And Education

By William F. Miller



Mainz, Germany (1456) — The recent invention of movable type by Johannes Gutenberg promises to significantly change our way of life. Books are becoming cheap and commonplace. They are even invading the privacy of our living rooms. With improved presses and systematic marketing, Gutenberg projects that by the end of the decade there will be numerous multibook homes. Many observers are asking: Will the family structure be able to cope with this intrusion?

The implications of Gutenberg's invention for education are mindboggling. It seems clear that in a matter of time many university professors will no longer be needed. The best lectures can simply be printed and distributed to students. Learning will be much more efficient since students will be able to work at their own pace. With access to books the students can readily review difficult concepts or skip familiar material — truly individualized learning.

The local teachers' union is concerned that having printed books in school will depersonalize the educational process. The teacher will become merely a monitor of learning with little opportunity for "real" teaching. Since the same books will be used by many schools, the curriculum will no doubt become standardized. Certainly there will be loss of local control. Some experts predict the demise of schools themselves. There is little reason for students to pay to come to school when they can simply buy books and learn in the convenience and comfort of their home.

For centuries education has relied on technology. Recently, with many questioning technology in other areas of society, instructional technology has received its share of criticism. As in the fictitious account above, some have tried to oversell technology in education while others want nothing to do with it. It is appropriate for us to ask whether there is some reasonable middle ground.

It is interesting and useful to examine a few of the educational innovations of the past 30 years. In the '50s educators thought instructional television was the answer to the problem of steadily increasing enrollments and a teacher shortage. Closed circuit television could connect dozens of classrooms, enabling one lecturer to reach thousands of students. In the Midwest an airborne television transmitter circled the sky regularly, beaming educational programming to school children. Government funds were readily available for equipment, software and research studies.

In the '60s the educational touchstone was programmed instruction. Coupled with this concept were attempts to develop various types of mechanical and electrical teaching machines. These were seen as the keys for individualizing instruction. Learning packets, contracts, measurable objectives and mastery learning were "in." The teacher was to be a manager of learning rather than an expounder of information. The interest in programmed instruction led rather naturally to CAI (computer aided instruction) in the late '60s and early '70s as computers became cheaper and more readily available.

Today we have satellites, cable TV and laser fiber optics to link numerous new and exciting electronic devices, enabling high quality communication across great distances. Microcomputers are becoming commonplace. There is a bewildering array of instructional software and hardware at our fingertips.

While much experience has been gained throughout the country in using instructional technology, none of the currently used innovations has proven to be a cure-all. In the words of Joseph Lipson of the National Science Foundation we continue to use "the technology of the blackboard, the classroom and the textbook," particularly at the college and university level. In an editorial in the October 1981 *Instructional Innovator* Howard B. Hitchens comments that "it may take the collapse of the present system in some places before a new mode of instruction can be developed." He illustrates the point by commenting on the experience of the Columbus, Ohio, school system during the winter of 1976-77 when the energy shortage and severe weather curtailed normal operation of the schools. The education of students continued in spite of school closings through the creative use of television and newspapers to deliver instruction to students in their homes.

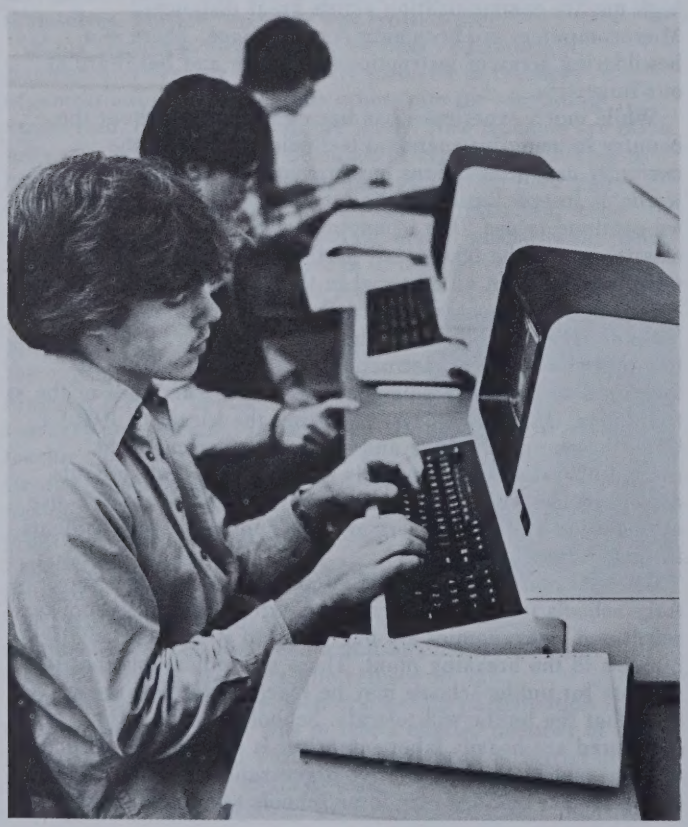
There is reason to believe that community pressure may force schools to change. Decreasing enrollments, inflation, tax revolt and Reaganomics are beginning to stretch already tight budgets to the breaking point. There are indications that the tax rate for public schools may be reaching the maximum level that the public will tolerate. Schools as presently structured are heavily labor intensive. It is extremely difficult to cut costs in a labor intensive organization. It is possible that financial realities may force schools to adopt the new

technologies in order to achieve a "new mode of instruction," a mode which is less labor intensive and thus less expensive. In the '80s and '90s technology may well be the means of coping with decreasing rather than increasing enrollments.

What are some of the ways that technology might change the nature of education in the future? It seems clear that the computer will have an important role to play. Just as the invention of writing proved that there are better, more reliable ways to store information than in the human brain, so the computer has shown that there are better ways to store some types of information than in books or written documents. The growing glut of information has made the printed page inadequate. Without computer memory banks there would be no way to manage the growing store of information.

As a result it is far more important for students today and in the future to know how and where to find information than it is to memorize bits and pieces. Thus the teacher of the future will indeed become more a director of learning and less a conveyor of information. The teacher's role increasingly will be to teach students how to find and use information.

As the price of microcomputers continues to drop, these devices will become increasingly common in schools. They will do a variety of tasks from record keeping chores for the teacher to running sophisticated CAI programs and simulations. Microcomputers will become the control centers for videocassette and videodisk players which will provide imaginatively designed, truly individualized instruction for each student. Curriculum materials will increasingly be stored on video disks and computer data banks and less in books or on photographic film.

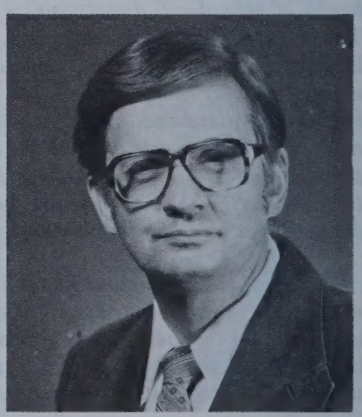


The trend toward taking education to the students rather than bringing students to the school will continue. With microcomputers to control the home data center along with cable and satellite links to a vast array of television programming and data banks, the student literally has the world at his fingertips! In the words of one writer:

> Ultimately, I would think, immensely powerful interconnected facilities and programs will allow almost anyone anywhere to draw on the collective results of all our human intellectual effort. The cumulative effect on all of us who will be tightly joined to these technologies and information systems by our eyes and our ears will finally overreach anything we can even imagine today.
>
> No one can know nor confidently predict the full consequences of the countless changes that are in store for education and training. But let me state bluntly:
>
> *I think it technically possible, and both socially and economically desirable to aim at the elimination of elementary and high schools before the year 2,000.*
>
> There simply is no need to assemble students in antediluvian piles of brick and mortar when business and homes will be wired into the whole world.
>
> —"The On-Rushing Horizon," Leonard Reiffel, *Instructional Innovator*, May 1981.

There are, of course, important reasons why schools should continue even though it may be "technically possible" to eliminate them. The trend in the direction of taking education to the consumer, however, seems particularly clear in the case of continuing education for the nontraditional student.

We have no reason to fear technology if we use it carefully and thoughtfully. There will always be a need for concerned teachers and a personal touch. Technology cannot provide the interpersonal relationships, the student-teacher and student-student interactions which are such an important part of quality education.



William F. Miller is associate professor of physical science and director of the Instructional Materials Center at Goshen College.

Alumni To Aid Recruitment

"Of the challenges we now face, without a doubt the most pressing is student recruitment," Goshen College president J. Lawrence Burkholder maintains. "With escalating costs and lower numbers of high school students nationwide, clearly the road ahead will be difficult for private colleges. While we are confident that Goshen will continue its academic excellence and strong ties to the Mennonite Church, it is clear that we must become more innovative and creative in our efforts to maintain student enrollment."

One of the innovations is to have alumni more actively involved with student recruitment. A pilot program — large enough to have impact on next fall's enrollment, but small enough to be adequately organized and staffed — was launched in December.

The plan calls for alumni to develop contacts with applicants from areas that have large concentrations of potential students and Goshen alumni. An alumni coordinator from each area, with the help of four or five other alumni volunteers, will work closely with GC's admissions and alumni offices on the recruitment project.

Admissions director Dennis Koehn explained why alumni will be asked to work with students who have already applied for admission. "Many students apply at more than one college, especially if they need financial assistance. Often these applicants are still making their final college choices even as late as the spring and summer months. I believe that contact with Goshen alumni during these months can be most beneficial — both to the students and to the college."

Koehn noted that, although he and his admissions staff have ideas of ways alumni can make their contacts with the applicants, specific planning will wait until the alumni coordinators have come to campus for orientation in February. "There may well be particular projects that will work best in certain areas," he said. "We want to hear and use coordinators' ideas, not simply tell them what to do."

Three areas in Pennsylvania, two in Ohio, and one each in Indiana and Illinois have been identified as start-up areas for the alumni recruitment program. Eventually, the effort may be expanded to other areas, particularly those which the admissions staff does not reach with personal visits.

"Alumni involvement with recruitment has obvious benefits for the admissions office," remarked Rich Gerig, alumni director who was formerly associate director of admissions. "But it will also give alumni the chance to support the college in ways beside simply financial. I am enthusiastic about the program and for the potential it offers both for the college's enrollment needs and for the alumni volunteers involved."

***Dr. S.W. Witmer '14*, long-time botany and biology professor at Goshen College, cut the ribbon at the opening of two new self-guided nature trails at Ox Bow Park, located between Goshen and Elkhart. One of the new trails, with 30 species of trees and shrubs marked along its one-mile path, is called Witmer's Trace in his honor. Witmer, who noted he brought his college students to the park area 40 years ago, spent time in the early 1970s identifying plants and trees in the park.**

For many years the elementary education program was housed on the third floor of the administration building. Here, Mary Royer teaches a unit in music to her Children's Literature class in the early 1940s. "We had such good times there," she remembers. "We even had a setting hen and raised chicks up there!"

Royer Reading Room Popular With Children And Teachers

Mary Royer, professor of education emerita, is remembered by thousands of Goshen alumni for what she was and still is — a warm and genuine Christian teacher committed to her profession and to her students. In her honor, the college's department of teacher education has created the Royer Reading Room, a literature center now available for student and community use.

"For years we have wanted to house all of our 500-plus volumes of juvenile literature in one place. Our collection has been scattered to various campus locations, resulting in storage and accessibility problems. The Royer Reading Room solves those problems," said S. L. Yoder, education department chair.

College students, local teachers and school children and other community people are making good use of the new chlidren's literature center. Especially popular is a pyramid of stairs that allows for effective storytelling.

Royer taught elementary education at Goshen College from 1933 until her retirement in 1979. Among many other activities, she retains her contacts with former students, participates in workshops and teaches Sunday school at College Mennonite Church.

Contributions Up

Contributions from 1,272 Goshen College alumni through mid-December totaled $135,204 toward the annual fund goal of $450,000. That amount represented a significant increase ($26,112) over figures for a comparable period a year ago.

"Alumni support is especially crucial this year," said Ron Gunden, associate director of college relations. "In addition to the increased pressure our budget feels from inflation, we are also trying to make up $350,000 of tuition income lost when enrollment slipped this past fall. Goshen alumni have a remarkable record of loyalty and support, and we remain grateful for it."

An Alumni Challenge, just recently increased from $75,000 to $110,000, has been a large factor in contributions received to date. All new and increased giving for the college's fiscal year (July 1, 1981-June 30, 1982) is matched by the challenge; $68,443 worth of challenge money has already been used.

Alumni Directory Nears Completion

After seven months of work the 1982 Goshen College Alumni Directory is in its final production stages and should be completed by Feb. 1, according to Rich Gerig, director of alumni relations.

Goshen's 14,500 active alumni are listed alphabetically, geographically and by class year in the 500-page book. Each section is cross-referenced, allowing alumni to locate friends and former classmates even if they have only partial information about them. Biographical data includes degree completed, class year, address and occupational information. Goshen academy alumni are also listed in the directory.

More than 2,000 alumni households have preordered copies of the alumni directory, the first prepared in 30 years. A limited number of additional copies will be available at $7.50 in the alumni office and at GC area meetings in the winter and spring.

Urban Teaching Offers Challenge

By Rich Gerig

The distance between Souderton, Pa., and Chicago, Ill., is much greater than simply the miles that separate them. Just ask Grace Leatherman.

After receiving an art education degree from Goshen College in 1960, Leatherman returned to her eastern Pennsylvania home to begin a teaching career. It was a good place to start — fine facilities, supportive colleagues, capable students.

But after seven years she left for a year of volunteer work in Englewood, Ill., a low income community near Chicago. Along with her duties as a youth worker at the Englewood Mennonite Church, she had time for substitute teaching at the local high school. That involvement led to a full-time assignment at the school. "I had been substituting there long enough to know of a vacancy in the art department and just asked for the job. You could do that back then!" she remembered.

Fourteen years later, Leatherman is still teaching art at Englewood High. She finds that the demands on her creativity never end. Art materials, for example, are always in short supply. The Chicago schools receive funding from the city for their art programs; for some reason, however, schools in low income areas always seem to receive a smaller allocation than others. This year Leatherman has $150 with which to buy a year's worth of art materials and supplies for her 175 students — 86 cents per student. "That's not so bad, though," she noted. "Last year I got $50. I can remember complaining that Souderton allowed only $2 per student way back in 1960!"

Although Englewood High enjoys a new building, it remains overcrowded. In these years of declining enrollment, the demands of the local teachers' union are largely responsible for the imbalance. "With the government cutting back its school funds, the only way some teachers can keep their jobs is by having a high number of students in their classes. Obviously, keeping teachers employed is the prime concern of the union," Leatherman said.

Grace Leatherman teaches her students the basics of design.

For five years Leatherman hoarded a supply of clay, given to her by Goshen art professor Marvin Bartel, awaiting the arrival of a new kiln to fire the pottery. When the kiln finally arrived she discovered it was wired incorrectly; over a year later the electrician still hasn't come, and the kiln stands empty.

Another challenge of teaching in the city is understanding the social forces students live with. Chicago neighborhood gangs are a society all their own. Until recently the gangs were run by teenage youth who were often known by school teachers and officials. The gangs are now part of the underworld, controlled by adults usually involved in drug traffic. So far the gangs have not chosen to pressure school teachers in Englewood, but "there isn't a kid in our school who isn't affected in some way by gang influence and intimidation," Leatherman said. "We teachers are glad the gangs aren't bothering us directly, but the damage they do to our students must concern us, too."

Leatherman has found that GC's art education program, which introduced her to many forms of artistic expression, has served her well. "Many of my colleagues are most interested in only certain types of art and want to teach subjects that reflect these interests," she said. "That's not always possible in a school like ours with its shortage of funds and supplies."

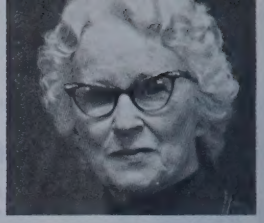
Leatherman's years in Englewood have not left her less dedicated or enthusiastic about her work. The enjoyment she gets from her students helps account for this. "There's a sense in which I enjoy teaching here more than in Souderton. The kids in my classes have likely never had art instruction before, so they come without being already bored with art or 'failure-patterned. That means a lot to a teacher."

Yet, it is also apparent that the tensions and problems are wearing. Although Leatherman has no immediate plans for leaving, neither does she intend to stay on until her retirement years. "I'm just not sure what will be next. At one time I had a lot of energy, and I was sure I had a guardian angel besides. I still have the angel, but not all of the energy."

"Teaching in this setting requires a good dose of emotional stability; you don't get much support or guidance from other teachers and administrators. I haven't been observed in five years, and sometimes my ethics and values make me intimidating to others. For example, if three of us teachers have hall duty, I'm often the only one to show up. That makes some of my colleagues regard me as aloof and 'holier-than-thou.' "

Grace Leatherman doesn't think of herself as a special teacher. Yet, it's difficult to hear her describe her work, with its rewards and challenges, without coming to that conclusion.

Notes



Beulah Yordy Roeschly

1900-19

Death

Laura Smith King '13, Goshen, Oct. 14.

1920-29

Deaths

Jay Eberly '28, Goshen, Nov. 16.

Sarah Bontrager Grabill '20, Sarasota, Fla., July 9.

Erma Smucker Harrison '29, Wooster, Ohio, June 9.

Lewis Koerner, husband of Louise Smoker Koerner '21, Goshen, Oct. 14.

Geraldine Lehman '21, Fillmore, Calif., Aug. 23.

Howard Musselman '29, Orrtanna, Pa., Oct. 16.

Nicholas Stoltzfus '21, Manson, Iowa, Oct. 25.

Robert B. Weaver '22, DeLand, Fla., Nov. 10.

Career Office To Begin New Policy On Placement Credentials

Goshen College's Career Services office is instituting a new policy for the retention of placement credentials, effective in the spring of 1982. In the past, credentials have been kept on file indefinitely; now they will be maintained for five years and then destroyed.

According to J. B. Shenk, director of career services, the reason for the new policy is that out-of-date credentials are rarely valid. Other factors involved in the shift include lack of space and the clerical time required to maintain the files.

It will be possible for alumni to re-establish placement credentials by utilizing current references and providing up-to-date personal information, Shenk pointed out. A small fee will be charged for this service.

Book On Aging Aims At New Audience

In Favor of Growing Older, by **Tilman R. Smith '28**, has been released by Herald Press.

After a long career as a teacher and administrator in Mennonite colleges and Illinois public schools, Smith has most recently worked as director of studies and programs for the aging for the Mennonite Church at Mennonite Board of Missions, Elkhart, Ind. In his role as denominational gerontologist, he has served as a resource person for many lectures, consultations and workshops, and has engaged in extensive research and writing.

Smith identifies one theme of *In Favor of Growing Older* as "the recognition that the church — its congregations and its institutions — is a new audience in the field of aging. In the past, the church has dealt largely with building and operating residential homes for older persons. Nursing homes reach only five percent of those 65 and over. Little attention has been given to utilizing the resources and recognizing the basic needs of the 95 percent who are not institutionalized. This book recognizes that segment of the population and offers suggestions for their continued involvement in positive and abundant living."

1930-39

Deaths

Seba Yoder Kanagy, wife of **J. Forrest Kanagy '30**, Goshen, Oct. 28.

Donna Yoder '33, Elkhart, Oct. 13.

Phebe Yoder '34, Hesston, Kan., Sept. 9.

Notes

Ruth Johns '35, Topeka, Ind., enjoys retirement. She writes, "It is so nice to be able to do some things I couldn't do while employed — Bible study, Meals on Wheels, Council on Aging, visiting nursing homes."

After 45 years of professional life in education, **Karl Massanari '36** has retired with his wife **Christine Yoder Massanari '38** in Gainesville, Fla. He spent 12 of those years in public education as teacher and administrator, 18 as faculty member and administrator in higher education (University of Illinois and Goshen College), and the last 15 in Washington, D.C., as associate director of the American Association of Colleges for Teacher Education and director of the national ERIC Clearinghouse on Teacher Education. Currently, he is serving as a consultant to the College of Education, University of Florida.

Willard '34 and **Clara Short Richer '27**, Wauseon, Ohio, teach ninth and 10th graders in Sunday school.

Beulah Yordy Roeschly '33, Flanagan, Ill., is serving as an assistant in the offices at Mennonite Board of Missions, Elkhart, for one year.

1940-49

Deaths

Paul Allen Hartzler, son of Allen L. and **Pauline Hershey Hartzler '42**, Harrisonville, Mo., Aug. 7.

Wilmer Shelly '42, Bluffton, Ohio, June 3.

Marriage

Orvin Hooley '46, Goshen, Ind., and Mary Gibson, Valparaiso, Ind., Oct. 3.

Notes

Lester and **Lois Eshleman '45** spent the month of May in the United States following five years of missionary service in Zaire and Tanzania. They were reappointed by the Eastern Board of Missions for a three-year term to continue their service on the staff of the Kilimanjaro Christian Medical Centre, Moshi, Tanzania. He is a urologist and serves as director of education; she serves as hospital economist.

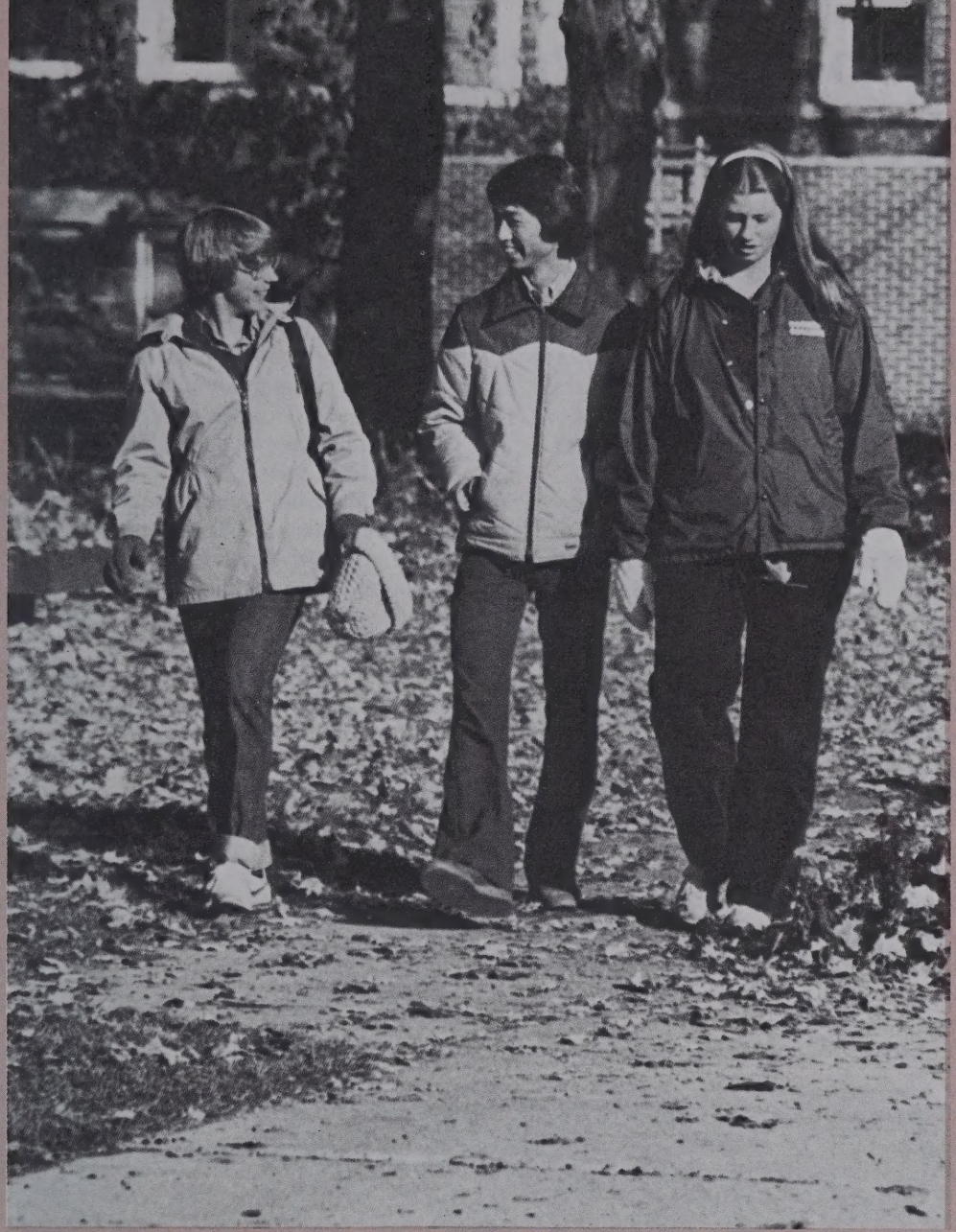
Linford Hackman '40, Edmonton, Alberta, writes: "Ever since my first trip to Alaska in 1948 I was hoping and praying for a Mennonite fellowship in 'The Last Frontier'. . . . This year the Anchorage Mennonite Fellowship became a member of our Northwest Conference of the Mennonite Church. Praise the Lord!"

John A. Hostetler '49, Willow Grove, Pa., professor of sociology and anthropology at Temple University, directs Temple's Center for the Study of Communal Societies. The center provides a referral service, bibliographical repository and limited library of monographs and dissertations for researchers of traditional communitarian societies.

Melva Kauffman '44, a retired Hesston College professor, is active in community and church activities. She enjoys reading, writing, teaching Sunday school class and leading book discussions.

Willard S. Krabill '49, Goshen, has been honored for maintaining a quarter century of membership and service in the American Academy of Family Physicians (AAFP), the nation's largest medical specialty organization.

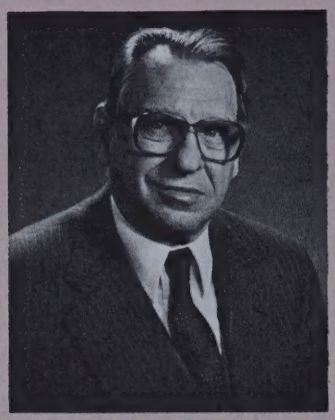
Wesley J. Prieb '43, Hillsboro, Kan., is one of eight authors who prepared brief biographies in *Something Meaningful For God*, Volume 4 of The Mennonite Central Committee Story. This



Keeping Faith: The Uncommon Cause

For the past two years the Board of Overseers, faculty and Board of Education have been planning a major endowment campaign at Goshen College. This campaign will be an opportunity for friends of the college to join in continuing Goshen's tradition of Christian liberal arts education that prepares graduates to serve the needs of the church, the community and the world. In this insert we present the "case" for the campaign. We print it here to test the ideas. If you have a response either pro or con, write to Daniel Kauffman, Director of College Relations, Goshen College, Goshen, IN 46526.

Goshen
COLLEGE



Keeping Faith: The Uncommon Cause

By J. Lawrence Burkholder

Each year we pay billions of tax dollars for "the common cause," i.e., those many public benefits that help to make life decent and happy. These include services rendered by such agencies as public health, social security, public schools and universities, police and fire protection and the postal service. Without these we could not get along as a nation.

However, public approaches to human welfare are not enough. Another approach is essential to meet the deeper and more lasting needs of human beings. I refer to the efforts of private citizens who quietly and unassumingly seek to serve others. They are dedicated to what we may call an "uncommon cause."

The uncommon cause may take many forms, such as teachers who care about their students, social workers who go out of their way for the poor and the handicapped, medical doctors who are unusually conscientious, scientists who are dedicated to human welfare, ministers who are committed to the community, social scientists dedicated to justice and peace, businessmen who are conscious of the possibilities and the problems of economic power, and politicians who stand for what seems to them to be right. That's where Goshen College comes in.

Goshen College is dedicated to the uncommon cause in an uncommon way. It is of course well known as a midwestern Christian liberal arts college, in many respects like other colleges of its kind. Its campus, its faculty and its curriculum reflect educational development characteristic of American higher education.

Yet Goshen College is not just an ordinary college. It is different, and its difference lies in its purpose. It is trying to "turn out" students who will have caught a vision of a better world fashioned in anticipation of the Divine Kingdom — an order characterized by peace and justice within which human potentialities may be realized.

It may therefore be no surprise to know that Goshen alumni are found all over the world in service professions. Graduates tend to gravitate wherever there is human need. They work with hospitals, welfare programs, research institutions, small schools and major universities. Wherever

they go, they make a particular and characteristic impression. They are people who are dedicated in a discernible and unusual way to other human beings. They go the "second mile"; they are prepared to live sacrificially and sometimes heroically.

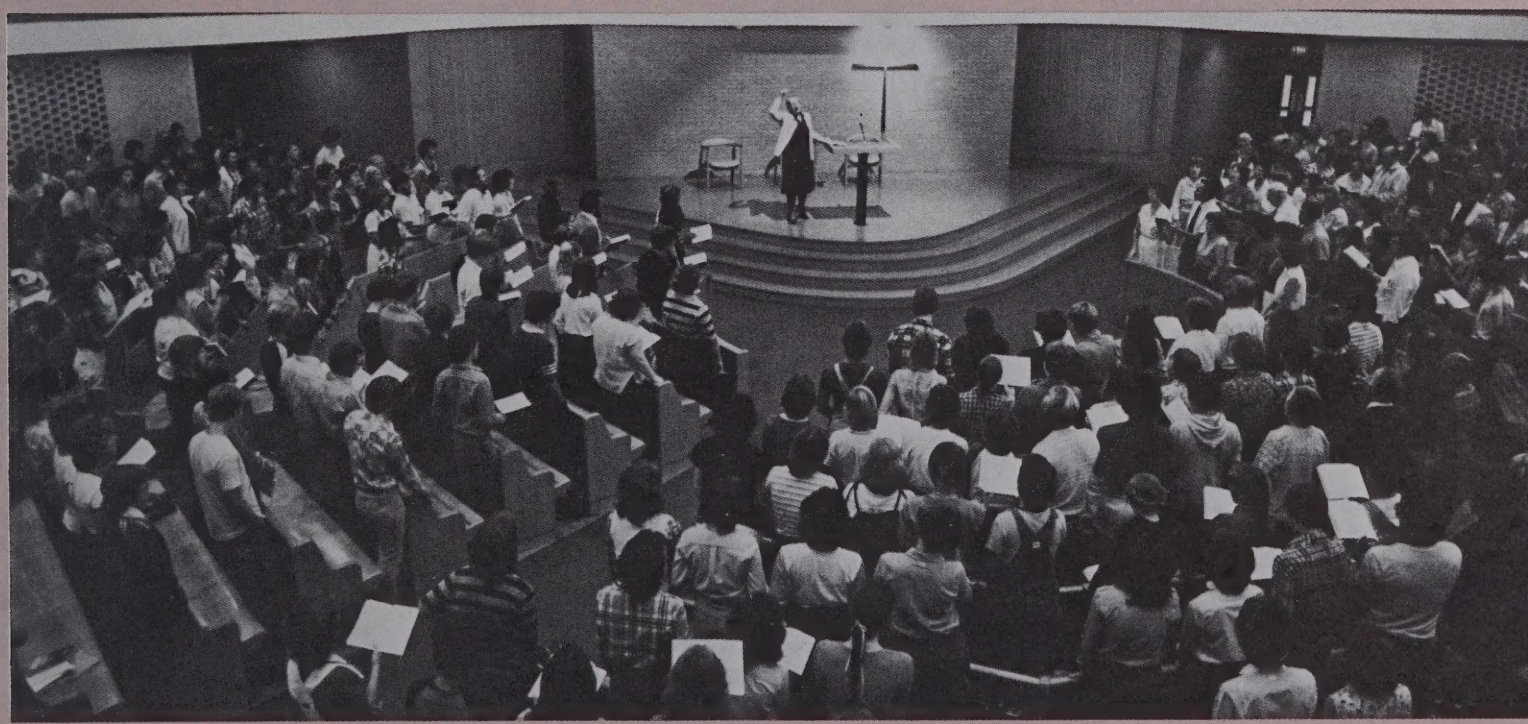
While the uniqueness of Goshen College lies in its emphasis upon what we call the uncommon cause, it is equally dedicated to high academic standards. It has a well earned image as a "good college." Consequently, graduates are almost uniformly well prepared for professional responsibilities or graduate school.

Why does Goshen College insist upon high academic standards? Because the better one is prepared, the better one can serve humanity. It takes knowledge to help others with integrity. Both giving and getting require understanding. Nurses cannot substitute dedication for training. Goodness is not soft and sentimental. It is tough and realistic.

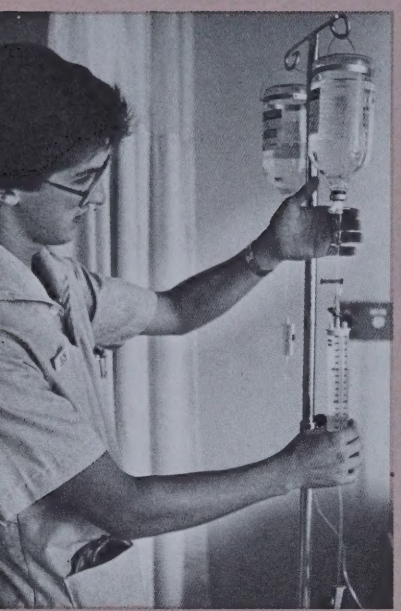
Goshen College's commitment to international education has a similar origin. More than 3,200 students have gone to foreign countries for the study-service trimester to gain a global vision of the world and see their own cultures from another perspective. We believe the world has come into an unprecedented period of interdependence and cultural fluidity. Everything is linked. Hence provincial thinking is both unwise and sometimes unethical.

Goshen College is also in search of solutions to some of the larger problems facing mankind. I refer specifically to the problems of nuclear war. As a Mennonite college, it would be expected to have a concern for peace education. But at a time when the whole earth could become a nuclear fiery furnace, it behooves all rational beings to seek peaceful solutions to international conflicts. The urgency, therefore, with which Goshen advocates peace is not only for the sake of past history, but for the sake of future survival. To bring students to a consciousness of the problems and possibilities of disarmament is one of the goals of Goshen College.

Obviously a small Christian liberal arts college cannot "save" the world. But it can add to the rich diversity of American academic culture with an uncommon educational mission.

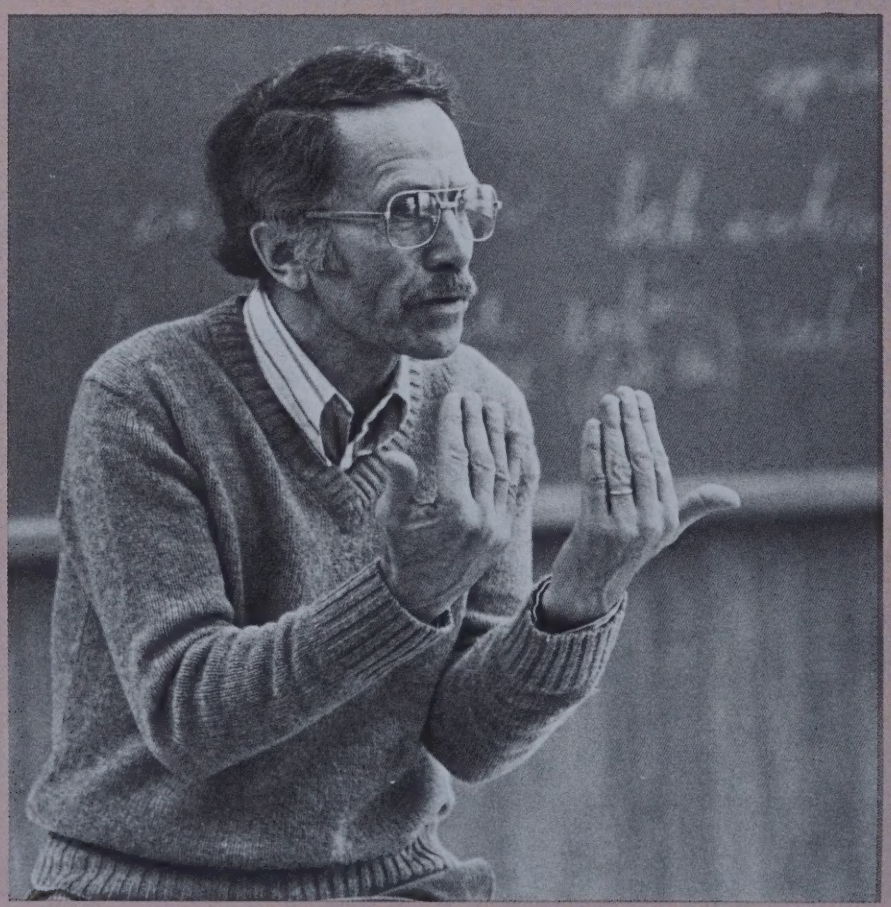


What Makes Goshen College Uncommon?



A Christian Faculty. Of all the factors that determine the character of a college, the faculty is one of the most important. Goshen College faculty have both excellent academic credentials and a commitment to Christian faith and values. Of the full-time faculty, 71 percent hold earned doctorates in their fields. More importantly, all are committed to integrating Christian faith as a part of their academic disciplines.

While faculty members share a common Christian commitment, they do not always agree on the wisdom of nuclear power plants to solve the energy crisis or on interpretations of the Sermon on the Mount. This diversity of opinion challenges students to think for themselves. As a result, education at Goshen College is not a form of indoctrination where faculty members provide students with the answers to every question, but a process in which Christians share their tools of inquiry as well as the answers they have found meaningful.



International Experience. Goshen College offers a unique program in international education to every student. The Goshen Study-Service Trimester (SST) is one of only four international programs in the United States offered as part of a regular college curriculum, and the only one to provide a term abroad to all its students at the same cost as a term on campus.

The 14 weeks the student spends in the host country involve seven weeks of study of the host country's language, culture, arts, religions, history, politics and geography. The other seven weeks are spent in field experience, usually in a program of social service under the supervision of a national. College faculty families serve as directors in the host country, and students live in the homes of national families.

An evaluation of the SST program in 1979 concluded that it made students significantly more aware of social issues, their Americanness and relations among nations. The same report found that SST influenced 68 percent of the participants toward doing a similar type of service later on with Mennonite Central Committee, Church World Service or some similar organization. The SST program has not only made students aware of poverty, malnutrition and disease, but it has motivated them to do something about these problems.

The foreign experience of the Goshen faculty further enhances the international consciousness of the campus. More than 60 percent of the full-time faculty have studied or lived in a foreign country. They understand world conditions from personal experience and use that experience to inform their students about a whole range of social, political, economic and moral issues.

Education For A Lifetime. Education at Goshen College is not merely technical training for a job that may be obsolete in five years, but it is education for a lifetime. The curriculum exposes students to a variety of fields that provide personal enrichment as well as a broad background in history, art, religion, science and sociology.

This background is essential for anyone hoping to adapt to the constantly changing employment patterns in our society. Studies show that 10 years after college, fewer than half of the graduates are in the work for which they prepared in college. During a lifetime, the average person has 20 different jobs in three to five different fields. The job market itself is constantly changing too. Experts say that one third of the jobs that exist today did not exist 10 years ago.

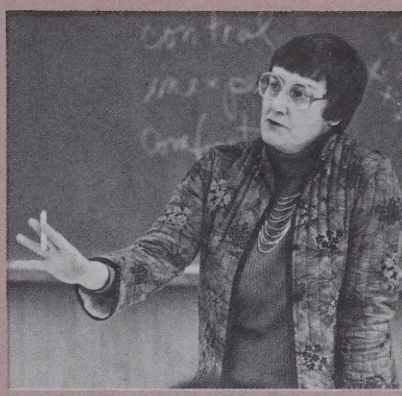
Since many of the jobs of the future do not now exist, the real task of education is to prepare students to reeducate themselves — finding, analyzing, and appropriating knowledge they have yet to learn. That is Goshen's philosophy of education.

Graduates Interested In Service. One of the most uncommon things about Goshen College is its alumni. The example of a Christian faculty and the experience of living in a foreign culture have influenced many graduates to make the college motto, "Culture for Service," a personal credo for their work in homes, business, medicine, church work and other professions.

Many have accepted the call to leadership in church agencies and congregations. Alumni represent 33 percent of the members on the six church-wide boards of the Mennonite Church. Among the staffs of these same boards, 57 percent are Goshen graduates. During 1981-82, over 50 percent of the students at Goshen Biblical Seminary in Elkhart were Goshen College graduates. Of the current overseas missionaries under the Mennonite Board of Missions, 62 percent are graduates.

A further commitment of the college to training church leaders began in 1979 when the Mennonite Church chose Goshen College as the location for its church-wide leadership training programs in Hispanic Ministries and in Urban and Black Ministries. Though sponsored by the church as a whole, these two programs underscore the commitment of the college to training leaders for minority congregations.

Elkhart County has become home for more than 3,600 alumni. These include 670 teachers, 47 doctors, 127 nurses, seven attorneys, 86 ministers and 43 social workers. In business there are 175 alumni in banking, accounting, and industry, 118 in construction and trade, 123 in secretarial positions and 21 in insurance and government service. More than 500 graduates are contributing their talents toward quality family life as homemakers and volunteers.



A Community Focus. The open house in the fall of 1981 was a symbol of the welcome Goshen College extends to its immediate community. For the past 75 years Goshen College has been known for music and art, entertainment and culture. More recently, however, the college has branched out to include continuing education and fitness facilities in its list of community specialities and have welcomed more people to campus than ever before.

The Goshen College reputation for quality academics continues to attract students from our county and beyond. More than 25 percent of the 1981-82 student body came from Elkhart County. Many were part-time students, and some took evening courses which let them continue working while they completed degree programs.

Our commitment to the arts also brings people to campus. The Artists Series invites world-renowned orchestras, choirs, dramatic companies, individual performers and groups of all kinds to the community. The recently endowed Frank and Betty Jo Yoder Public Affairs Lectureship featured CBS correspondent Fred Graham and economist Lester Thurow as two of its first speakers.

Together college and community have enjoyed music festivals; classes for children in art, music and drama; plays, films, lectures; and exhibitions of sculpture, photography, jewelry and painting. During 1980-81 the music department alone presented 52 public recitals and concerts. In the fall of 1981 the faculty and their families presented a rousing "thank you" to the community by performing the Gilbert and Sullivan operetta *The Pirates of Penzance.*

During the past three years the college has made a major commitment to adult continuing education. After renovating the former seminary building into the Newcomer Center for Continuing Education, the college registered more than 1,200 persons in 1981 — a total larger than the entire student body. Special continuing education offerings include seminars on small business management and a program for registered nurses. An "afternoon sabbatical program" brings community people to campus to hear faculty discuss subjects ranging from cooking with herbs to Middle East politics and religion.

Area high school students come to campus for workshops in writing, music and drama, giving them an early opportunity to work with college professors. Nearly 100 elementary, junior high and high school students take piano lessons at the college in our piano preparatory program.

Community fitness advocates come to the campus for its athletic facilities. Joggers use the athletic field and vita course; tennis players enjoy the lighted outdoor courts; both adult and youth soccer leagues use the soccer field; and cardiac patients from Goshen General Hospital use the gym for their supervised exercise program.

Faculty and students alike are involved in the community. Faculty members of the college Speakers Bureau give presentations to church groups and community clubs, and students are involved by the score in the Community Voluntary Service program. Each year GC students spend time away from their studies as Big Brothers or Big Sisters, probation officers, youth leaders and members of the Adopt-a-Grandparent program.

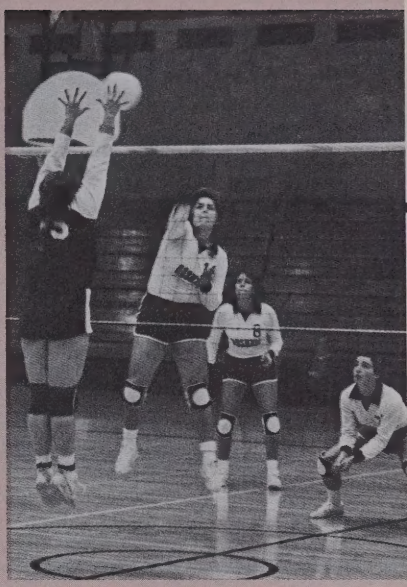
All of these activities make the college resources available to the community in order to make Elkhart County a more inviting and stimulating place to live.

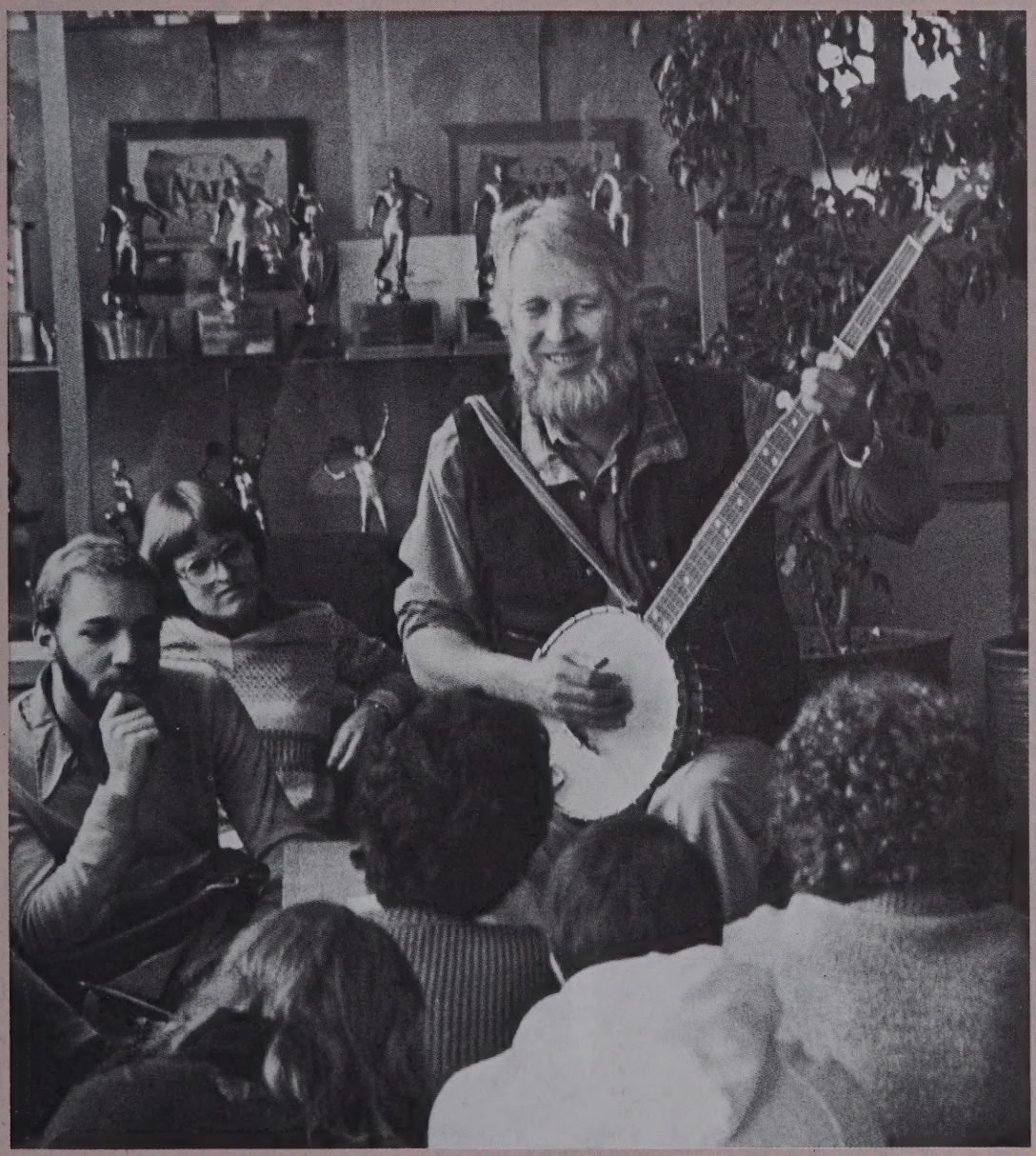
Concerns And Challenges For The '90s

No one can predict what the church and society will demand of American colleges and universities in the 1990s, but some trends seem clear. The most dramatic trends are the decline in the number of students of college age and the continued increase in costs. Because fewer students will be graduating from high school, college enrollments nationwide will likely decline by 10 to 20 percent.

As inflation pushes up the cost of tuition, many families may not be able to afford the cost of an education like Goshen College's. Others may elect to send their children to a state school where direct costs are traditionally lower. In addition, government aid to students is becoming less and less certain, causing many to borrow heavily for their education.

In this situation of declining enrollments and rising cost, what is needed is a new layer of income many colleges have in the form of endowment. Income from endowment can supply funds that will help meet the operating expenses of the college and provide financial aid for students who could not otherwise afford to attend college.





Fiscal Stability Through Endowment

Goshen has an uncommon reputation for fiscal integrity; for more than 40 years the college has operated in the black. This record results from careful stewardship and from the generosity of alumni and friends. While a great deal of support comes from faithful friends in the local area, Goshen College has attracted support from all over the world, including some of the largest foundations in the United States.

To maintain a faculty of the highest caliber and commitment, support gifted students through adequate financial aid and preserve fine old buildings, however, the college needs new sources of income to broaden its financial base. After consultation with the Mennonite Board of Education, the Board of Overseers, the President's Advisory Council, and the faculty, the administration has decided that these additional funds should come from a substantial increase in the endowment.

The primary reason for increasing the endowment at this time is that it will provide the college with a layer of stable income in a time of economic uncertainty. Each $500,000 added to the endowment will generate an annual income to the college of about $50,000 according to current estimates. At present Goshen College has about $3 million in its endowment, which provides income to meet a little more than two percent of the budget. Fiscal authorities recommend that endowment income cover between 10 and 20 percent of the budget for a college Goshen's size.

Specifically, income from endowment will:

- Provide student aid for worthy and able young people (40 percent of total endowment).
- Help maintain a diversified academic and extra-curricular program (30 percent of the endowment).
- Provide funds for innovative and experimental education (10 percent of the endowment).
- Support distinguished service professorships and other means of faculty development (10 percent of endowment).
- Improve campus facilities (10 percent of endowment).

Increasing the endowment gives the community, church and private sector donors an opportunity to join the college in keeping faith with an uncommon cause.

Planning is now underway for implementing the endowment campaign. Further specific details of the campaign will be announced in future issues of the *Goshen College Bulletin*.

Delbert and Ruth Erb

Authors Give Advice On Money Management

Over the years **Ray '47** and **Lillian Oswald Bair '49** have developed a deep concern for Christian stewardship. Managing their personal and family finances has become an important and sacred issue for them. Their book, *God's Managers, A Budget Guide and Daily Financial Record for Christians* (Herald Press), is the result.

God's Managers includes comments on basic principles of Christian stewardship as well as forms for recording monthly income and 16 categories of expenditures, plus monthly and annual summaries.

"The development of this record book has grown out of our own experience over the past three or four years," the Bairs explained. In an attempt to be more faithful in the use of their resources, the authors developed the concepts on which the book is built — starting with *firstfruits*, planning a total budget and culminating with the joy of *overflow*.

The Bairs are deeply involved in the life of the Belmont Mennonite Church in Elkhart, Ind., where he was previously pastor. Lillian has spent much time in biblical studies at the Associated Mennonite Biblical Seminaries, Elkhart; Ray is now involved in insurance sales.

book introduces a few of the thousands of persons, including numerous GC alumni, who have served in North America and overseas with MCC.

Esther M. Shank '49 moved from Santa Fe, N.M., to Hesston, Kan., where she works as food services supervisor at Schowalter Villa.

Edna Shantz '48, Goshen, was installed as treasurer of Church Women United during World Community Day services in November.

Paul L. Yoder '46, semi-retired, works part-time as a social worker and patient services representative in Pioneers Memorial Hospital and Nursing Home, Rocky Ford, Colo.

1950-54

Notes

Delbert '51 and **Ruth Landis Erb '51**, workers with Mennonite Board of Missions, returned to North America recently for a 16-month furlough. Poultry production, English teaching, choir directing, Bible teaching, church administration, pastoral leadership, bookkeeping and counseling are among the jobs they performed for 30 years in Argentina. "We feel very much like Argentines and less and less like American missionaries," Ruth said. "Our work and our church and our friends are in Argentina."

D. Lowell Nissley '50, Sarasota, Fla., will become Hesston College's director of development in the spring. He will provide leadership in raising funds for Hesston and promoting and interpreting Hesston's goals and needs to its constituents.

Ruth Kehr '50, Chicago, Ill., continues to serve as director of Bethel Day Care Center, sponsored by the Bethel Mennonite Community Church.

1955-59

Death

William D. Nofziger '57, Smithsburg, Md., July 6.

Saltzman Appointed To National Panel

Royce Saltzman '50, professor of choral music and associate dean of the school of music at the University of Oregon, has been appointed to the Choral Panel of the National Endowment for the Arts, Washington, D.C. The 10-member panel is comprised of leading conductors and choral educators in the United States, and is responsible for the evaluation of grant applications from professional and community choirs and the selection of recipients.

Saltzman is the immediate past president of the American Choral Directors Association, which represents approximately 11,000 choral conductors in the United States, Canada and 15 foreign countries. He is also the founder and present executive director of the prestigious Oregon Bach Festival.

Notes

Clifford E. King '55 of Colorado Springs, Colo., assumed the position of administrator of Maple Lawn Homes of Eureka, Ill., this month. He was most recently employed as an administrator for the El Paso County Department of Social Services in Colorado Springs.

Charles '57 and **Ruth Frey Shenk '59** have moved to Obihiro at the invitation of the Japan Mennonite Conference to relate more closely to the Eastern Hokkaido Bible School in teaching and church relations and also to give what assistance and encouragement they can to a number of congregations in the Tokachi District which are very small or without pastors. This change in location and assignment came after 20 years of pioneer church work in the eastern area of Hokkaido.

Metzler Reports On Refugees In Thailand

This past fall **Edgar Metzler '53** returned from a six-week visit to Thailand, where he assisted Mennonite Central Committee Southeast Asia workers in planning programs in the area.

In a report, Metzler outlined the scope of the refugee problem in Thailand and the rest of Southeast Asia. In September 1981 alone more than 14,000 refugees left Thailand for resettlement. Since April 1975, when the Americans left Vietnam, 1,059,232 refugees have departed Indochina, almost half of them ending up in the United States and 76,537 in Canada.

MCC has become involved with the refugee problem by providing material assistance, language training and orientation for refugees resettling in other countries. Ultimately Metzler maintains, although "resettlement is a compassionate and sometimes guilt-reducing response, it is not a long-term solution or always the best for the refugees. We need to consider other mandates of our faith which may be relevant to the situations which cause refugees."

Metzler now works as half-time secretary for congregational peace and social concerns with Mennonite Board of Congregational Ministries, Elkhart, Ind., and quarter-time national coordinator for the New Call to Peacemaking.

Donald Wyse '57, West Liberty, Ohio, is taking a year's "sabbatical" from his medical practice for biblical and theological study at the Associated Mennonite Biblical Seminaries at Elkhart, Ind.

William Zuercher '58, Hesston, Kan., recently completed 14 years as a member of the Board of Directors of Mennonite Mutual Aid. In October he was appointed to a four-year term on the Goshen College Board of Overseers. **Joyce Gingerich Zuercher '58** teaches first grade at Mt. Hope, Kan.

1961

Marriage

Paul Longacre, Akron, Pa., and Nancy Heisey, Lancaster, Pa., Sept. 4.

Notes

Jon Clemens, Skillman, N.J., is head of signal systems research at RCA Laboratories in Princeton. Along with a colleague, he shares most of the hundreds of patents on what could become the most important innovation in home entertainment since color TV — the SelectaVision Capacitance Electronic Disc (CED) system, a video disk. He and his wife **Arlene Clemens** are the parents of three children.

Harold and **Jean Bachman Kauffman** and their three boys returned to the United States in December after 14 years in Asia for the International Rice Research Institute. He is the new director of the International Soybean Program (INTSOY) at the University of Illinois. She will continue her painting and possibly do some nursing.

Allan Martin, McPherson, Kan., was installed as pastor at Hopefield Church, Moundridge, Kan., Nov. 8.

1962

Birth

Jan and **Marilyn Parsons Rappatta**, Goshen, Robert Mark, Nov. 5.

Notes

Alice Lechlitner Culp, Ft. Wayne, Ind., was recently promoted to vice president of creative services at Concepts Unlimited, a full-service advertising agency specializing in sales training seminars and films.

Morris Mast, State College, Pa., a faculty member in the food science department at Penn State University for 10 years, recently returned from a one-year sabbatical leave in the Netherlands.

Rosalee Landis McElmurry, Goshen, was recently installed as vice president of Church Women United.

Vera Zook Schmucker, Goshen, recently received her master's degree in education from Ball State University.

Marvin Yoder, Goshen, Bible teacher at Bethany Christian High School who has served as interim pastor for the Locust Grove Mennonite Church, Elkhart, has accepted the congregation's request to continue to serve as pastor.

1963

Note

Irene L. Bishop, Perkasie, Pa., has worked with retarded adults at Indian Creek Homes, Inc., for five years.

1964

Birth

Lynn '65 and **Dorothy Springer Smucker**, Goshen, Jacqueline, born June 15, 1971, received for adoption June 30, 1981.

Note

Myrl D. Nofziger, Goshen, was elected a director of the National Association of Realtors during the association's 74th annual convention at Miami Beach, Fla.

1965

Births

Kirk and Jean Ophardt **Alliman**, Hesston, Kan., Sarah Jean, Aug. 31.

James and **Janis Yoder Erb '66**, Harborcreek, Pa., Julie Ann, Oct. 25.

Kenneth and **Rachel Gingrich Ter Beek**, Coventry, R.I., Matthew Evans, July 26.

Paul and Doris Myers **Zimmerly**, Sterling, Ohio, Jason Scott, Nov. 8.

Note

Phillip R. Mullet, Geneva, Ohio, employed as an engineer by the Cleveland Electric Illuminating Company, teaches part-time at the Kent State-Ashtabula campus.

1966

Birth

Judith E. Moyer, Bourbonnais, Ill., Roderic, born April 29, 1978, received for adoption Feb. 14, 1980.

Note

Phil Miller, North Canton, Ohio, works as a flight officer for United Airlines.

1967

Note

Donald R. Brubaker, Ada, Ohio, is associate professor of social work at Ohio Northern University.

1968

Births

Willis and **Deanne Gisel Kuhns**, Arthur, Ill., Mark Douglas, born Oct. 7, received for adoption Oct. 13.

Oryln and **Alice Smucker Lehman**, Berne, Ind., Susan Marie, born March 25, received for adoption.

Soviet Evangelicals Examined In Sawatsky Book

Walter Sawatsky '67 has written *Soviet Evangelicals Since World War II* (Herald Press), a careful study that not only reflects the author's extensive knowledge of Soviet evangelicals but also his empathetic understanding and concern for the church in this difficult situation.

A review noted that "there are two polarities in reporting on the churches in the Soviet Union. On the one hand . . . they can be seen as those who have survived tribulation, who courageously keep the faith and have achieved a level of sanctity that requires uncritical admiration. On the other hand, those suspicious about everything Russian or Marxist are sure that even the churches have been co-opted by this totalitarian regime. Only those in active conflict with that regime can conceivably be faithful and trustworthy. Sawatsky weaves this story in a much more nuanced way, recognizing the realities of the Gulag but also seeing considerable maturity in the church-society encounter."

Since 1973 Sawatsky, a native of Manitoba, Canada, has worked for Mennonite Central Committee as its liaison/representative to the churches of Eastern Europe, especially those in the Soviet Union. He has mastered the Russian language and engaged in extensive research in England at Keston College Centre for the Study of Religion and Communism. He has also studied and traveled in the Soviet Union on several occasions.

Lonnie and **Carol Gisel Short**, Archbold, Ohio, Joel Douglas, Oct. 26.

Leroy (faculty '76-'78) and **Sheri Copenhaver Williams**, Palapye, Botswana, Erica Yvonne, Nov. 2.

1969

Births

Steven and Jane Blair **Garman**, Farmington Hills, Mich., Whitney Ann, Nov. 5.

Milo, Jr. '71 and **Carolyn Yousey Kauffman**, Lowville, N.Y., Andrew Milo, Sept. 2.

J. Michael and **Christina Brunnstrom Klaus '76**, Goshen, Gordon Michael, June 7.

Donald and **Elizabeth Loux Kraybill '70**, Fresno, Calif., Micah Loux, Nov. 15.

Samuel and Beverly Stutzman **Snyder**, Fort

Wayne, Ind., Thomas James, Nov. 5.

Note

Glenna Miller Nickell, Elkhart, received a master's degree in elementary education with certification in learning disabilities from Indiana University at South Bend in May.

1970

Marriage

Rodney Pletcher, Syracuse, Ind., and **Marianne Bachman '80**, Goshen, Nov. 7.

Births

Martin and **Faye Schloneger Breneman**, Kidron, Ohio, Ann Marie, born in October 1981, received for adoption Nov. 23.

Darrell '73 and **Elizabeth Miller Broaddus**, Goshen, Daniel Hugh, Nov. 7.

Kenneth and **Justine Clemmer Pletcher '73**, Goshen, Todd Christopher, Oct. 29.

Birth and Death

David '77 and **Rebecca Birky Mishler**, Elkhart, Ind., stillborn son, Isaac Nathan, Nov. 17.

Notes

Sem Sutter, Chicago, Ill., was recently promoted to manuscript specialist in the department of special collections at the University of Chicago Library. He is active in St. Margaret's Episcopal Church where he sings in a small choir in which "enthusiasm makes up for size and lack of training!"

R. Donn and **Daisy Beiler Townsend**, Pittsburgh, Pa., are serving the Lord full-time for one year in a music ministry and a ministry to children. They are the parents of eight-year-old twins.

1971

Marriage

Michael Goble, Plymouth, Ind., and **Barbara Short**, Archbold, Ohio, Sept. 5.

Births

Dean and Mary Ann Showalter **Boese**, Harrisonburg, Va., Angela Dawn, Nov. 6.

Leon '72 and **Dianna Burkey Eshleman**, Hermiston, Ore., Scott Burkey, Sept. 13.

Thomas and Sharon Stutzman **Mullet**, Berlin, Ohio, Debra Lyn, July 24.

Notes

Pleas H. Broaddus, Jr., of Shaker Heights, Ohio, is Mennonite Central Committee U.S. program assistant director with responsibilities for a new urban minority program. He is working to develop a complementary ministry between MCC and its urban minority congregations.

Rosemary Wiebe Haury, North Newton, Kan., recently received a master's degree in library science from Emporia (Kan.) State University.

Vicki Mester, physical education instructor at Hesston (Kan.) College, was named 1981 volleyball coach of the year of the Prairie Junior College Conference.

Charles Steiner, Goshen, was promoted to assistant state marketing director for Signature I Limited, a developer for Signature Inn motels.

1972

Births

Mario '73 and **Shirley Handrich Bustos**, New Carlisle, Ind., Brian Andrew, Sept. 28.

Dana '73 and **Linda Schlabach Miller**, Goshen, Miriam Ruth, Nov. 5.

Edward and **Jean Kuhns Rissler**, Harrisonburg, Va., Matthew Lynn, July 15.

David and **Ann Croyle Weldy '75**, Toledo, Ohio, John Isaac, Nov. 6.

Terry and **Jane Matynka Yousey**, Castorland, N.Y., Kelli Lynele, Sept. 22.

Notes

Daniel '79 and **Christine Schrag Diener**, missionaries with Mennonite Board of Missions, are working under the direction of Uruguay Mennonite Church in church planting and evangelism and serve as counselors at a youth home.

Shirley S. Minnich, Goshen, is a social worker at Chamberlain School.

Carol Spicher Waggy, South Bend, Ind., works part-time as chaplain with the pastoral care department at St. Joseph's Medical Center.

David L. Weldy is in the second year of medical school at the Medical College of Ohio at Toledo.

1973

Death

Steven Massanari, Silver Spring, Md., Nov. 11.

Marriage

Rodney Maust, Indianapolis, Ind., and **Martha Yoder '77**, Indianapolis, Ind., Nov. 7.

Births

Ron and **Rebecca Eberly Berghoff**, Spokane, Wash., Rhonda Ann, Aug. 15.

Robert and **Gena Shelly Fryer**, Freeport, Ill., Michael Robert, Aug. 4.

Philip and **Elaine Rutt Schmucker '75**, South Bend, Ind., Erica Lynn, May 23.

Charles and **Diane Meager Summers**, Delaware, Ohio, Robert Andrew, Feb. 1.

Notes

Ron and **Rebecca Eberly Berghoff**, Spokane, Wash., are the parents of three small daughters. He works at White's Shoe Company.

David L. Frey, Minneapolis, Minn., was awarded a doctorate in psychology from the University of Delaware in June.

Joseph Gold, Philadelphia, Pa., is supervisor in the circulation department's home delivery and communications center for the *Philadelphia Inquirer and Daily News*.

Fred and **Minh Nguyen Kauffman '74**, Mennonite Central Committee workers in Kampuchea, recently visited Svay Rieng Province where MCC is hoping to send 86,000 school kits. Mennonites and Brethren in Christ children and families in North America assembled the kits as a holiday giving project.

Rodney Maust, Indianapolis, Ind., is staff psychiatrist for a community mental health center and assistant professor of psychiatry at Indiana University School of Medicine.

Samuel and **Joan Sauder Ozuzu '61**, Kalamazoo, Mich., completed a year of study in December. They plan to return to Nigeria where they are working for the federal ministry of education in the special education division.

Philip M. Schmucker, South Bend, Ind. received a master's degree in counseling and guidance from Indiana University at South Bend in August. He has been working as a substance abuse counselor at Madison Center in South Bend for two years.

Jerry J. Short, Goshen, recently completed the Certified Public Accountant examination held in Indianapolis.

Brian D. Smucker, Chicago, Ill., is managing editor of *American Nurseryman*, a semi-monthly trade magazine. His wife **Eileen Good Smucker** is a full-time student working on a master's in nurse-midwifery at the University of Illinois Medical Center.

Doris Yoder, Elizabethtown, Pa., is employed as a public health nurse in Lancaster County.

Sara Alice Zimmerly, Homestead, Fla., teaches third grade and runs an avocado grove.

1974

Death

Angela Graber Groff, Duluth, Minn., Sept. 14.

Marriage

Rodney Wedel and **Ethel Plett**, Newton, Kan., Oct. 3.

Birth

Alan and **Rhonda Steiner Yoder '75**, Clarksburg, Md., Kathryn Halima, Sept. 23.

Notes

Carl and **Nancy Kauffman Hess**, Reinholds, Pa., are managers of the Bowmansville Youth Hostel, part-time book distributors for Successful Living Inc. and busy parents of two daughters.

J. Stanley Kauffman, Belmont, Mich., works as a physical therapist at Grand Rapids Osteopathic Hospital.

Mary Thomas Schrock, Goshen, is an education specialist at the Elkhart County detention center.

Arden Shank, Washington, D.C., former urban director of Mennonite student and young adult services in Washington, D.C., for six years, is a full-time student at Wesley Theological Seminary. His wife **Maribeth Shank** is a library assistant at the Social Science Research Council.

Ethel Plett Wedel, Newton, Kan., received a bachelor's degree in nursing from Wichita State University in May. She is employed as a staff nurse at Axtell Christian Hospital.

David Wenger-Keller, South Point, Ohio,

Carolyn Gingerich

recently board certified in family practice, is a National Health Service Corps physician working at the Southern Ohio Primary Health Care Clinic in Coal Grove, Ohio. **Annie Wenger-Keller** is a privately contracted, part-time clinical social worker with the Lansdowne Mental Health Center in Ashland, Ky. They are the parents of one daughter.

1975

Marriages

Alan Beuscher, Selinsgrove, Pa., and **Susan Martin**, Columbiana, Ohio, Oct. 10.

Steve Himmelberger and **Sue Mast**, Middlebury, Ind., Dec. 5.

Births

Robert and **Carol Birky Jennings**, Valparaiso, Ind., Kristin Lynn, Aug. 25.

Carey and **Teresa Myers Miller**, Kokomo, Ind., Lynelle Ann, Aug. 31.

Notes

Charles Bontreger, Goshen, was recently promoted to marketing director for Northeast Indiana for Signature I Limited, a developer for Signature Inn motels.

Rick Clark and **Doug Yoder** '77, Goshen, and three other Goshen High School alumni ran with "Redskin Spirit," in five-mile intervals, 150 miles to Indianapolis for the Goshen-Franklin Central high school Class AA football championship game in November. Goshen lost, 27-13.

Ray E. Hershberger, Shiprock, N.M., an internist at the Public Health Service Indian Hospital, completed his residency in internal medicine at the University of Kansas School of Medicine in Wichita in June.

Mary Lehman Yoder, Normal, Ill., was commissioned for ministry as a chaplain in July. She works with the department of pastoral care at Brokaw Hospital. She serves under Illinois Pastoral Services Institute, an entity of the Mennonite Hospital Association that contracts out pastoral services to area institutions.

1976

Marriage

Edward Amberg and **Helen Oyer**, Gibson City, Ill., April 11.

Birth

Lon and **Jane Martin Slabaugh**, Hartville, Ohio, Sept. 17.

Notes

Phillip Diller, Red Cliff, Colo., recently completed his master's degree in elementary education at the University of Northern Colorado. He teaches first and second grades in a local bilingual mountain school.

Carolyn Gingerich, Hubbard, Ore., in a one-year term of voluntary service with Mennonite Board of Missions, is working as community health nurse at Portage County Home Aide Services, Mantua, Ohio.

Sylvia Horst, Bronx, N.Y., is working as a peace resource person for the New York City Mennonite churches.

Dick Lehman, Goshen, recently opened a retail pottery shop. He specializes in functional stoneware and porcelain work and stocks about 40 items ranging from banks to lamps to dinnerware.

1977

Birth

Dennis and **Cathy Bennett Stauffer**, Elkhart, Ind., Della Renae, July 10.

Notes

Martha Yoder Maust, Indianapolis, Ind., is a first-year family practice resident at St. Francis Hospital.

Denton E. Yoder, Archbold, Ohio, is a computer programmer for Northwest Technical College. His wife **Jan Gundy Yoder** works part-time as a critical care nurse.

1978

Marriages

Mark Hartman, Harrisonburg, Va., and Sharon Wall, St. Catharine's, Ontario, July 25.

Ching-Guey Lee, Saginaw, Mich., and **Feng-Mei (Frieda) Hsieh**, Taiwan, May 1981.

Births

Curtis and **Jacqueline Ridgeway Hartman**, Harrisonburg, Va., Nicholas Dwight, July 19.

Dallas and **Delores Troyer Liechty**, South Bend, Ind., Chelsea Ann, Nov. 10.

Douglas and **Pamela Brenneman Stoltzfus**, Williamsburg, Iowa, Jill Renee, Aug. 6.

1979

Marriages

Marty Bobcek and **Cindy Bechler**, San Pierre, Ind., March 6.

Thomas Ross and **Linda Short**, Archbold, Ohio, Aug. 15.

Faculty And Staff

Notes

Diane MacDonald (faculty '77-'80), Denver, Colo., finds her work for Colorado's division of United Ministries in Higher Education exciting and challenging. She works on the urban campuses of the Community College of Denver, Metropolitan State College and University of Colorado at Denver.

Sandra Stidams (staff '75-'77), Westerville, Ohio, works part-time for the Ohio Youth Commission.

Prospective Student Names

One of the ways Goshen alumni can assist the college in its recruitment efforts is by suggesting names of prospective students. Please use the form below for that purpose; the students you name will receive information and materials describing the college. Mail the form to the Admissions Office, Goshen College, Goshen, IN 46526.

Name _____ Name _____

Address _____ Address _____

_____ _____

Phone _____ Phone _____

Year of Graduation _____ Year of Graduation _____

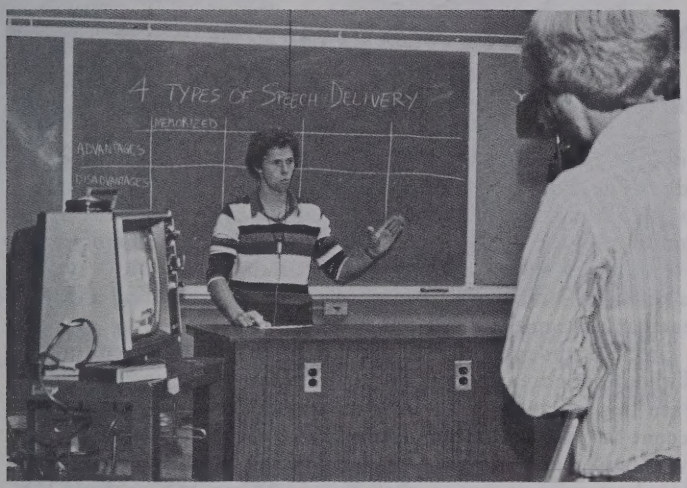
Parents _____ Parents _____

Your Name _____

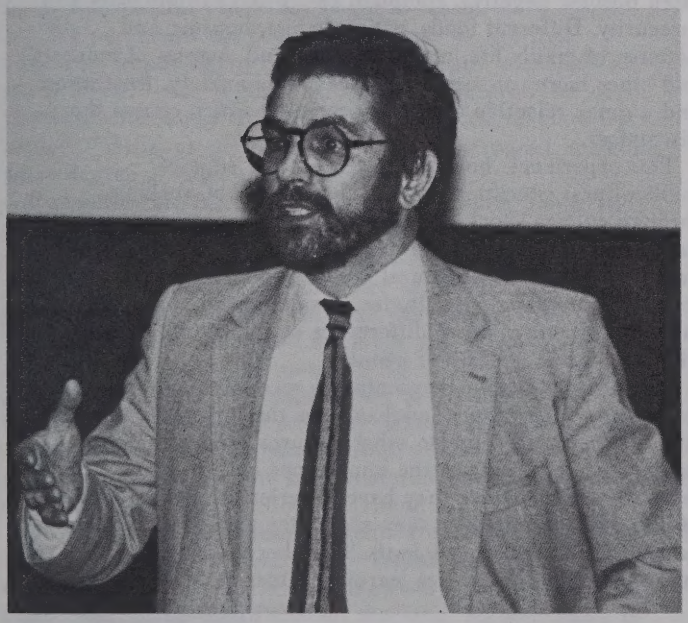
Address _____

_____

(Do/Do not) use my name as a reference when contacting the above students.



Classroom experience is still the best training a student can have for becoming a teacher. One of the best ways to prepare for that first day of student teaching is to see yourself on video tape. Here Doug Caskey, senior education major, is being taped by Keith Mast. Video taping is an example of how technology can help teachers communicate more directly and personally.



Architect Presents Wyse Lecture

The Olive G. Wyse Honor Lecture for 1981 was presented Nov. 19 by Peter J. North, associate professor of industrial design at the University of Illinois. North spoke on "Architecture Without Architects," encouraging today's designers to emulate those of the past by being more sensitive to climate, local materials, energy and conservation, without sacrificing comfort and convenience.

English Program Is Unique

The Teaching English to Speakers of Other Languages program at GC is noteworthy for at least two reasons. It is the only undergraduate TESOL program operating in the state of Indiana, and it attracts students with a variety of interests who wish to gain TESOL skills.

Students can earn a TESOL certificate (30 hours) or minor (20 hours, added to a major in any field). Others who want to augment their present knowledge or to prepare for work with non-English speakers can choose to take only the TESOL methodology course. That course meets for three and one-half weeks each summer.

"You don't find many short-term courses in which you can learn so much so quickly," said assistant professor of English Rosemary Wyse, supervisor of the TESOL program. Mission boards and other agencies far from Goshen send students to participate in the summer methodology course.

Those students earning TESOL certificates or minors are required to teach English in a supervised setting. Goshen TESOL students have done their field experience on campus, helping the visiting Chinese teachers improve their English; working in the bilingual program in the Goshen public schools; tutoring Indochinese refugees; and teaching English in France, Haiti and other locations.

There are many employment possibilities abroad for TESOL students, said Wyse. Jobs are available in the U.S. as well, she said, but those wishing to teach English in this country "usually need to have a teaching degree, as well as TESOL training."

The next TESOL methodology course will meet at GC June 14-July 2. People interested in auditing or taking the class for credit should contact Rosemary Wyse at the college.

***Steve Buckwalter '81* received TESOL training and experience at GC. After graduation he taught English to Indochinese refugees enrolled in a program in downtown Goshen. Buckwalter is currently living in Laufdorf, West Germany.**

Cultural Pluralism Improves Education

By S. L. Yoder

In the past decade cultural pluralism has come center stage in the public school. Multicultural education is firmly ingrained in official education circles. Schools are constantly striving to improve sensitivity to cultural differences, institute bilingual instruction and develop teaching aids aimed at the needs of minority students.

Part of the thrust for multicultural education comes from disillusionment with the idea that the public schools' function is to create a homogeneous American culture. The idea of society as a "melting pot" in which schools would be the primary means for diminishing the power of dominant groups in America has not been successful. The cultural roots of black, Hispanic and other minorities have refused to wither. Furthermore, the concept of one dominant culture in American society is in direct conflict with the American spirit of competition and individualism. In short, ethnicity, the pride a people have in their own race and culture and the American belief in the virtues of individualism have been working against the melting pot concept for many years.

Why is multicultural education important? Some argue that diversity is good in itself; a varied population enriches a society's vitality, interest and possible range of human interaction. A more sophisticated defense of pluralism is that it protects the rights of the individual to be different, and furthermore, that it respects the values and customs of other peoples.

Multicultural education rejects the view that schools should attempt to minimize cultural differences. Rather, it attempts to preserve and respect cultural alternatives. Educators have discovered that students exposed to a teacher who belittles their culture will frequently begin to hate themselves and their culture. Such a poor self-image can seriously affect a student's motivation in school. He or she is likely to be disruptive in the classroom or to drop out of school.

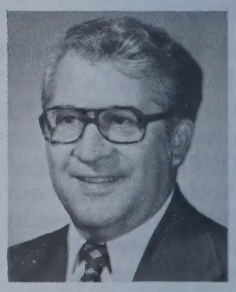
At Goshen College multicultural, and to some extent bilingual, education has become a significant part of teacher education. Since the fall of 1968, when GC began its program in international education, many students have had the opportunity of living in another culture. Education majors are often given teaching assignments while on SST. Such experiential learning is ideal preparation for becoming a teacher in a multicultural classroom.

On SST students learn to become bridges between cultures. Without abandoning their own culture for a new one, they learn to participate in the new environment. They learn to accept the fact that other cultures do not need to "come over" and join their culture; they discover that the people of their host cultures are as intelligent and functional in their social and cultural milieus as the students are in theirs.

An important aspect of multicultural education on SST is culture shock. It is precipitated by the anxiety that results from the loss of the familiar signs and symbols of social interaction. When students move in with native families, where most of their familiar social cues are removed, they experience culture shock almost from the first day. Students often become negative, complain easily and exhibit fears and insecurity. Different foods, eating habits, housing and patterns of family life, modes of dress and degrees of modesty and other mores of social behavior create anxiety, frustration and a quick rejection of the environment which causes the discomfort.

This experience, however, is the cutting edge of multicultural education. It is in the process of working through culture shock by reflection, acceptance and participation that students make appropriate adaptation and begin to bridge the bicultural gap. It is the key experience in forming and changing attitudes, developing teaching skills and assimilating cultural differences as a part of a natural phenomenon in a world of people.

Cultural pluralism is beginning to receive the attention it deserves in many educational settings through programs like SST. Through exposure to other cultures, students gain a heightened sensitivity to the importance culture plays in the learning process. Once they have experienced the frustration of being in the minority, they are better able to understand how to teach minority students. They become the kind of cultural bridge that makes learning across cultures possible.



S. L. Yoder is professor of education and director of teacher education at Goshen College.

Cross-Country Skiing At Merry Lea

The nature trails at Merry Lea Environmental Learning Center are open this winter (until Feb. 28) for cross-country skiing.

Merry Lea, which was donated to Goshen College in July 1980, offers five miles of marked trails, basic instruction, guided nature tours on skis and equipment rental. Skiing hours are 9 a.m. to 6 p.m. on Saturdays and noon to 6 p.m. on Sundays. Special weekday and moonlight skiing programs may be arranged by appointment.

Merry Lea is located about 30 miles from Goshen College, near Wolf Lake, Ind. For more information about cross-country skiing there, contact Merry Lea director Larry Yoder at the college, (219) 533-3161, ext. 394, or at Merry Lea, (219) 799-5869.

William Miller, director of the Instructional Materials Center at GC, demonstrates the capabilities of the new Apple II microcomputer to teacher education students.

Computer Literacy Becoming A Necessity

Microcomputers, as anyone who went Christmas shopping this year knows, are no longer "the wave of the future." They are very much part of our everyday world. The Apple II microcomputer that the Education Department installed last fall is providing students with computer experience they will likely find helpful when they begin to teach.

"We purchased the computer because we felt that computer technology is becoming significant in schools at many levels," said William Miller, associate professor of physical science and director of the instructional materials center. "We want our students to be well-prepared, including some degree of computer literacy."

Computers are being used in more and more public and private schools, said Miller, to help teach an extremely wide range of subjects and even keep classroom records. The advantages offered by the computer are many. "It will present some information, then ask the student questions. If the student doesn't respond correctly, the computer can give some hints or review the material. But if the student does grasp the concept, the computer will move on quickly. It's a teaching machine that is uniquely flexible and able to cater exactly to the student's needs." And, unlike a human tutor going repeatedly over the same material, said Miller, "the computer never gets tired or impatient."

At present, GC education students are having "hands-on" computer experience during their senior year. Miller hopes to rearrange that schedule so that they work with the computer before their trimester of student teaching. He also wants to build up the college library of computer programs. "As we get in students who have had more computer experience, I hope they can be inspired to write some of their own programs."

Although the education department is the only one at GC to have its own computer, Miller believes others will follow in acquiring this useful tool. "Several profs from other departments have already been over to try out sample program on ours," he said.

Maryknoll Priest Highlights Special Week

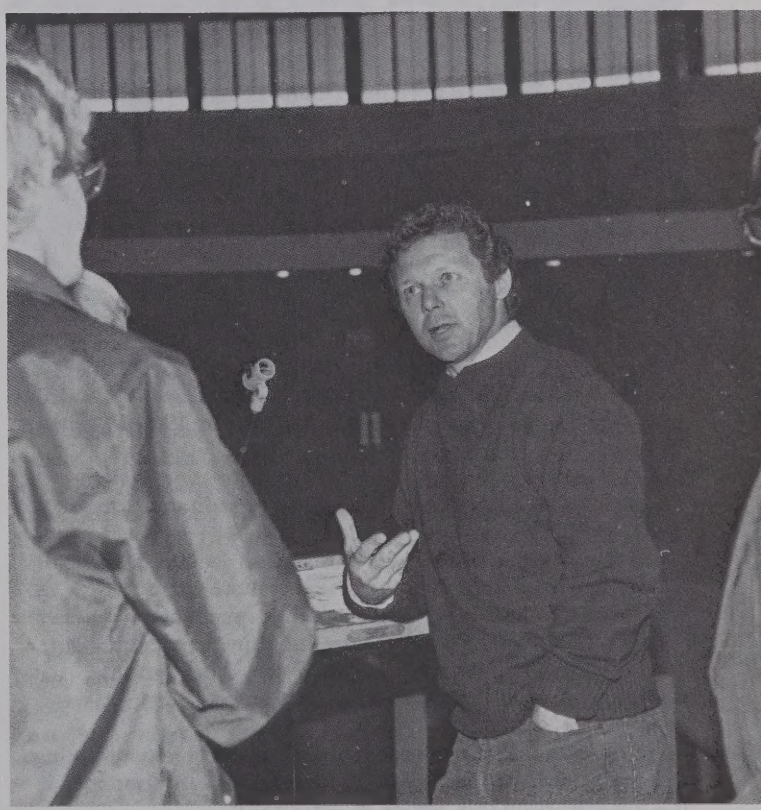
Sensitizing people to conditions in revolutionary Central America was the purpose of Central America Emphasis Week, held on campus Nov. 16-20. Special speakers, films and discussions were included in the week's activities.

Roy Bourgeois, the Maryknoll priest who made international headlines last spring when he disappeared to spend 11 days with leftist guerrillas in El Salvador, spoke on campus during the emphasis week.

Bourgeois spoke of the quality of life in El Salvador, where two percent of the people own 60 percent of the land while almost half the nation's children die before age six.

He criticized the foreign policy of the United States, which supports the military junta in El Salvador with money and arms. Those arms, he said, are being used to effect "genocide" against the Salvadoran people. He encouraged non-violent resistance to increasing American military involvement in Central America.

Other speakers during Central America Emphasis Week included Samuel Shapiro, professor of Latin American studies at the University of Notre Dame; Richard Millett, professor of history at Southern Illinois University, and John Howard Yoder professor of theology at the University of Notre Dame and the Associated Mennonite Biblical Seminaries.



Roy Bourgeois, a Maryknoll priest, spoke about the response of Christians to the forces of revolution during Central America Emphasis Week, Nov. 16-20.

Demand For Teachers Increasing

By Deb Hostetler

If education were an industry, it would be in a recession along with the rest of the economy. Certainly in terms of school closings and the declining number of teachers, education has been in a slump for the past several years.

Education differs markedly from industry, however, and responds more quickly to social forces than to economic ones. In the interest of future teachers, S. L. Yoder, long-time professor of education at Goshen College, reflected on some of those social forces, ventured predictions and offered advice to those considering a career in teaching.

The birthrate is the most basic of these forces. It rose sharply after World War II and remained high through 1960 when a record 4,258,000 babies were born. (Figures were taken from the Statistical Abstract of the United States.) As a result, the '50s and '60s were boom times for education.

After 1960, however, the rate fell until it reached a low of 3,137,000 births in 1973. That has meant years of decline in education — fewer jobs, school closings, in short, bad news for teachers.

The good news is that the decline in the birthrate has stopped. More babies were born almost every year since 1973 with 3,473,000 born in 1979.

"Elementary schools are just beginning to feel a new stability because these children are now entering school," Yoder said. "The demand for new teachers in secondary education will continue to be low for a few more years, but then it too should be on the upswing."

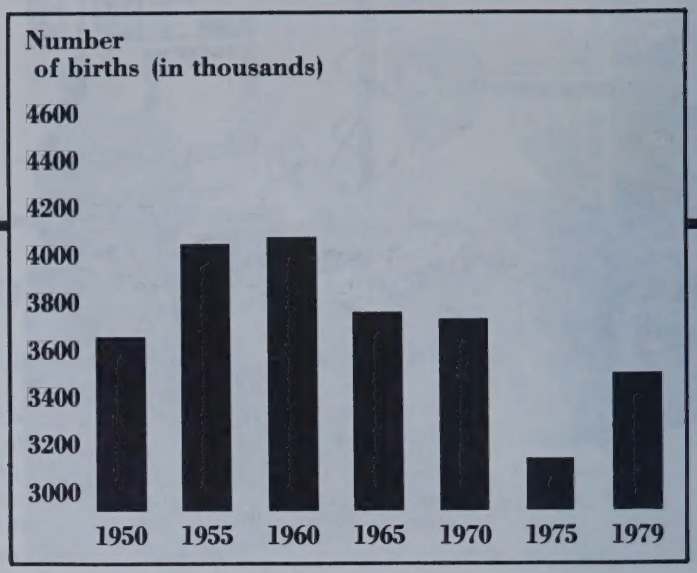
The number of Goshen College students preparing for teaching careers has reflected this up and down pattern. Currently there are 31 seniors in early childhood and elementary education and 38 preparing to teach secondary school, for a total of 69. Five years ago, 80 senior graduated with teaching degrees, and the peak year was 1969-70, with 149 seniors in education.

From the mid '60s to the early '70s, education majors averaged from 45 to 48 percent of each graduating class, Yoder said. The current average is 22 to 24 percent.

On the brighter side, Yoder thinks this decline in education majors has helped sift out those who wanted to go into education for the wrong reasons. Yoder remembered when "people used to take teacher education on the side and say, 'Well, if I can't find anything else, I can always go into teaching.' You don't see much of that anymore, and it's a good thing."

He quizzes incoming students on their reasons for wanting to become teachers, and if three months off every summer is the big attraction, his advice is, "Forget it."

The person who should go into teaching is one blessed with patience, dedication, commitment to children and youth and a relatively small concern for financial remuneration, Yoder said.



Starting salaries in the Goshen-Elkhart area average about $12,000. A teacher with 18 to 20 years experience and a master's degree commands approximately $22,000 to $24,000.

Future teachers should examine the depth of their commitment for other reasons also. "Teacher burn-out" has become an increasingly prevalent problem, Yoder said. Coping with social problems which affect children's ability to behave and learn in the classroom can exhaust teachers.

Yoder also cited lack of support from parents as a source of frustration for some teachers. "In many public school systems, you hear more talk about student rights and civil rights than about working together to create a better situation," he said.

All is not bleak, however, for those students who want to go into education for solid reasons. In addition to the stabilizing birthrate, a rise in the number of private schools offer Goshen graduates better than average employment prospects. In the past several years, the department has received more requests from Christian private schools than it could fill, Yoder said. He predicts the number of such schools, both elementary and secondary, will continue to rise.

Also, in spite of an overall glut of secondary school teachers, certain subject areas remain relatively open. Surprisingly enough, for the past several years, the education department has had more requests for English teachers than there have been qualified students to fill them. Math, business education, industrial arts and special education also offer good prospects for employment.

The bilingual-bicultural endorsement gives Goshen graduates a competitive edge for certain kinds of jobs. Education majors can receive the endorsement after their SST experience by taking several courses in bicultural relations. The endorsement recognizes their ability to teach in bilingual-bicultural programs.

The teacher of the future can't expect an easy life. However, people like senior Maribeth Nafziger should still be encouraged to follow their calling, Yoder said.

Teaching has become part of Nafziger's identity over the years. "When I was young, I used to tutor my brothers. In high school I tutored other students," said Nafziger, who is from Archbold, Ohio.

"I enjoy my subject (math) so much that I want to help others enjoy it too. 'I hate math' is an all-too-common sentiment among high schoolers, and it really shouldn't be that way. I get great satisfaction out of helping someone understand things they didn't think they could ever grasp."

Open Houses To Give Sample Of College Life

Students who are considering Goshen College, but have never visited the campus, should plan to attend one of the two remaining campus open house weekends on Feb. 5-6 and Feb. 26-27, said Dennis Koehn, director of admissions.

Each weekend will include an introduction to the college and its programs, a question and answer session about financial aid, the opportunity to meet with a professor in the field of the student's choice and informal conversations with Goshen College students. Visiting students will sample college life by staying in the dorm and eating in the cafeteria. Anyone who wishes to visit classes may do so by arriving early Friday and contacting the admissions office.

Parents of prospective students are specially invited to the Feb. 26-27 open house. Separate programs to answer both students' and parents' questions are planned, with some time set aside for joint activities.

"Students and their parents are welcome to visit Goshen College anytime," Koehn said. "However, administrators, financial aid personnel and professors will be most available on campus open house weekends."

For more information on either weekend, contact the Office of Admissions. Indiana residents may call collect (219) 533-3161, ext. 347. Out of state residents may use the toll-free number 1-800-348-7422. The office is open during regular business hours and Mondays and Thursdays until 9 p.m.

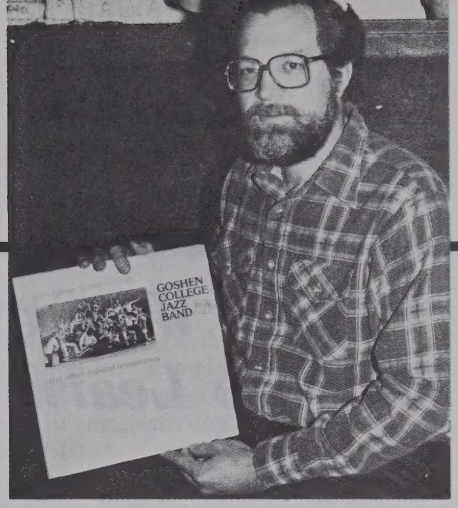
Financial Aid Applications Due

That time of year is here again! For many Goshen College students and their parents, the new year brings another round of financial aid applications. "Parents should fill out the Financial Aid Form (FAF) and send it to the College Scholarship Service (CSS) as soon as possible after they fill out tax forms," said Phyllis Wulliman, acting director of student finance.

Indiana students face the earliest deadline. Their FAFs must be in the hands of the College Scholarship Service by March 1 if they want full consideration for aid. Wulliman suggests mailing the FAF no later than Feb. 15.

Priority deadlines are not absolute, she explained. However, students whose forms beat the deadline stand a better chance of receiving the full amount they qualify for, while late students will receive money only if there is any left over.

Priority deadlines for other states vary, with the most common deadline being April 1. Local high school guidance counselors can provide both the forms and accurate information on applicable deadlines.



Jazz Band Releases First Record

with trumpets and cymbals and other musical instruments, an album recorded by the Goshen College Jazz Band, is now available to the public.

Selections on the album include "Pink Panther," "Gazpacho" and several songs recorded live in concert. One selection, "Amazing Grace!" is an original arrangement of the traditional folk hymn by jazz band director Philip Clemens, professor of music.

with trumpets and cymbals and other musical instruments is available from the Music Department, Goshen College, Goshen, Ind. 46526, telephone (219) 533-3161, ext. 349. The cost by mail is $7.15. Albums purchased in person at the college music office are $6.

Goshen English professor Robert Johnson visits with parents Robert and Judith Leaman over Sunday breakfast during Parents Weekend in November. Their son Phil is a student in Johnson's freshman colloquium class.

150 Parents Attend Workshops

"Mid-Life — Crisis, Change, Consolidation" was the theme of Parents Weekend. One hundred fifty parents participated in the Saturday workshop, led by college faculty members Mary Oyer, Don Blosser, Chet Peachey and John Nyce. Seminary counselor Dorothy Yoder Nyce also led a workshop session.

For three years the college has offered a "gift of learning" at no cost to parents during Parents Weekend, in addition to other campus activities. Parent response to the idea has been enthusiastic: "I feel that my life has been enriched by this weekend," said one.

A Place Where Children Love To Learn

By Jane White

A handful of children bounce through the door to show off the nuts they have cracked. In one corner of the room several students play with bicycle inner tubes. One little boy carefully plunks out a tune on the piano. Others are starting to make banana-nut bread in a scaled-down kitchen.

Kathryn Aschliman, Goshen College professor of education, is the teacher-director of this creative laboratory kindergarten. It is one of the many aspects of her involvement in early childhood education.

Other activities include serving as a resource person for many early childhood educators and speaking frequently to off-campus groups. In such presentations, she discusses child-related topics ranging from discipline to recycling toys.

Each fall, Aschliman helps organize the annual "Early Childhood Education Conference." This year's conference, "A Tree Grows . . . " attracted 197 participants, including 60 Head Start teachers from South Bend. The day-long conference offered 12 workshops and a keynote address, "Rooted in the Family," by Evelyn Rouner, professor of home economics.

"There just aren't enough conferences specifically for early childhood educators," said Aschliman. "Many of the participants said there was a real need for this conference."

Through Goshen College's one-year certificate program in early childhood education, Aschliman helps community people who are involved in day care centers, Head Start and other programs but who have no formal training. The 30-hour program includes early childhood classes, work in the child development lab and some general education courses.

As part of her doctoral program, Aschliman started a 24-hour educational telephone service in April 1977. By dialing TEL-ED at (219) 534-1386, children can hear a song, story or poem over the telephone. On Tuesdays and Thursdays activities or messages aimed at parents, babysitters and teachers are played.

The TEL-ED tape library now holds over 100 of these self-winding messages. It is located in the Instructional Media Center at the college. The TEL-ED program received a citation from former Indiana Governor Otis R. Bowen during the International Year of the Child for "outstanding support for and services to children."

Aschliman also served as a resource person to the local community through continuing education courses, which began in 1977, prior to the opening of the college continuing education office. Four early childhood courses, such as Music for Children, Nutritional Building Blocks for Young Children and Family Living, were sponsored each year by the Elkhart County Community Coordinated Child Care Council and Goshen College. Now the early childhood conference during Indiana State Teachers Association days takes the place of these courses.

Despite all these other commitments, the greatest part of Aschliman's time is still spent in the GC laboratory kindergarten. Located in rooms 17-18 of the Church-Chapel building, the kindergarten is arranged in a variety of interest centers: audiovisual, block-building, math, music, painting, science and others.

"All the academic areas are integrated into a theme," explained Aschliman. "These skills are used in meaningful ways, not just as drills."

An example of such meaningful activity was seen during a recent day, when students took "squirrels" as their theme. The children went outside to crack black walnuts, combining hand-motor coordination and science with outdoor activity. While baking banana-nut bread with their nuts, they learned cooperation and some math measurements. Then their teacher read a story about a squirrel.

Aschliman has a part-time teaching fellow helping her, as well as some 40 college students throughout the year. Twenty students are enrolled at the kindergarten. They come from varied racial and religious backgrounds, and many are from families who have not previously been associated with the college.

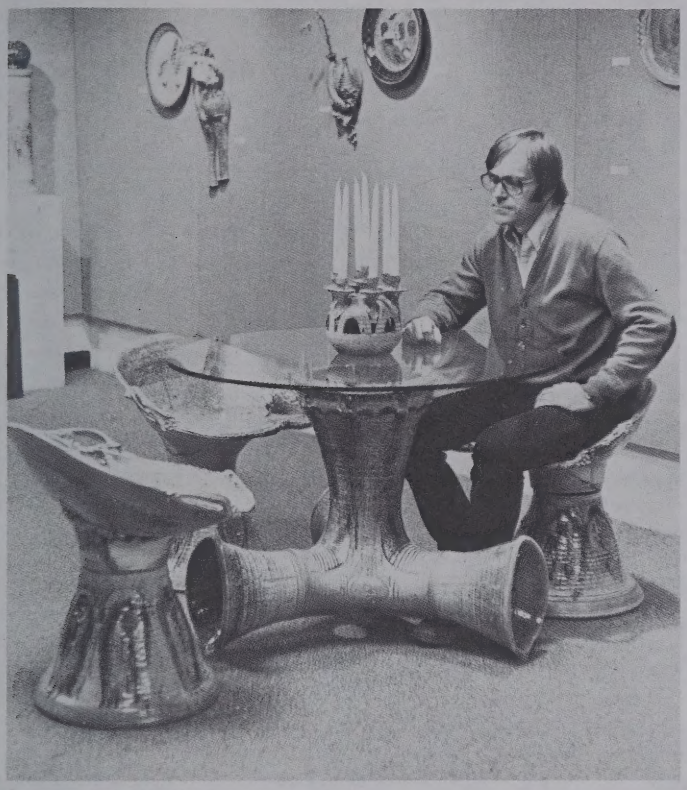
Some of the broad goals of the kindergarten, said Aschliman, are for the children to grow in self-understanding, in their relationships with other people, and in their awareness of the world. She hopes to encourage creativity, empathy, curiosity and decision-making skills in the students.

Interest in kindergarten and pre-school education has grown tremendously, both locally and nationally, since the GC kindergarten opened in 1959. Larger numbers of children enrolled in pre-school programs have caused a change in the philosophy of early childhood educators. Kindergartens and day care centers have become centers of education, rather than custodial care.

Aschliman points to the national Head Start program as evidence of the importance of quality early childhood education. The program, which began in 1965, is aimed at lower socio-economic groups. No longer was preschool education the privilege of the upper and middle classes. The Head Start program has remained fairly strong, even under the Reagan budget cuts.

Aschliman explains that studies have shown that it is more cost effective to work with young children and their families than to do remedial work later. Students who have been in Head Start often have better attitudes toward school, complete school and are less delinquent.

The young students enrolled in the GC kindergarten are probably unconcerned about cost effectiveness and rates of delinquency. They are too busy having a wonderful time as they, under Aschliman's supervision, learn to love learning.



Bartel Exhibits Ceramics

The Nov. 1-22 art gallery show by professor of art Marvin Bartel included approximately 100 ceramic pieces, most of which were created during the artist's recent sabbatical year. The ensemble of three swivel chairs and a 40-inch glass-topped table drew special attention from visitors to the gallery, and was called by Bartel his "most ambitious" entry in the show.

Hershberger Artist-In-Residence On Sabbatical

Abner Hershberger, professor of art, is spending his 1981-82 sabbatical year serving as artist-in-residence at Wesley Theological Seminary, Washington, D.C.

According to Catherine Kapikian, director of art at Wesley, "Hershberger will spend his year's sabbatical painting in our studio and exposing us to the rigorous and painful process of creating large, vibrant, painted canvases, many of which are being conceived for a one-man show in North Carolina this coming February."

Mumaw Receives Mini-Grant

A $500 "mini-grant" has been awarded to Catherine Mumaw, professor of home economics, by the Alpha Epsilon State of the Delta Kappa Gamma Society, an honorary society for women educators. Mumaw is currently on sabbatical, studying the role of women's work in Latin America, Jamaica, Africa and Poland.

Sabbatical Leaves Granted To Eight Faculty

At its quarterly meeting Dec. 11-12, the GC board of overseers granted sabbatical leaves to eight faculty members for 1982-83: Dwain Hartzler, director of student activities, to continue graduate work in administration and management of recreation and physical education programs; Lee Roy Berry Jr., associate professor of political science, to study law; Doyle Preheim, professor of music, to study choral and church music in London and art songs in Munich; J. Daniel Hess, professor of communication, to do research in film and film criticism; S. L. Yoder, professor of education, to prepare for the North Central Association evaluation of Goshen's teacher education program; Janet Shellenberger, associate professor of nursing, to pursue graduate studies in nursing; Katherine Yutzy, associate professor of nursing, to teach graduate nurses under the Mennonite Board of Missions in Indore, India; and Rich Gerig, director of alumni relations, to begin a graduate program in communication.

January

10 . Gallery Opening: Paintings by Lars Birger Sponberg
18-22 . . Staley Distinguished Christian Scholar Lecturer, Anna K. Juhnke
22, 8 p.m. . . . . Corporeal Mime Theatre (Artists Series)
23 . . . . . Mary K. Hartley Memorial Workshop in Music Education

February

5 . . . . . Open House for Prospective Students
6, 6-10 p.m. . . . . International Students' Display
7 . . . . . Gallery Opening: Sculptures by Susan Luppino
7, 3 p.m. . . . . Faculty Organ Recital, Gail Walton
8-12 . . . . . Black History Week
14, 8 p.m. . . . . The Scholars (Artists Series)
18, 8 p.m. . . . . Public Affairs Lecture, Leonard and Sharon Woodcock
24-26 . . . . . Christian Vocation Emphasis
26-27, 8 p.m. . . . . *The Prophets*, GC Players

March

1, 8 p.m. . . . . Eastern Mennonite College Chamber Singers
4, 8 p.m. . . . . GC Orchestra Concert
5-6, 8 p.m. . . . . *The Prophets*, GC Players
12 . . . . . GC Carnival
13 . . . . . Faculty Piano Recital, Kathryn Sherer
14, 8 p.m. . . . . GC Chamber Choir Concert

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The Virtues Of A Small College

By Vic Stoltzfus

Three decades of study and work in a variety of colleges and universities are the context for the following personal reflections on public universities and church colleges. Both kinds of schools issue undergraduate baccalaureate degrees but they are really very different. The culture of the university maximizes diversity of beliefs, different kinds of people and asks for a limited commitment. By contrast, a church college has a focused identity and its students and faculty get entangled in commitments that may touch all areas of life.

For example, in the early '60s the hopeful, expanding spirit of the university was a marvelous place to satisfy my provincial taste for diversity. I have fond memories of study and teaching with Protestants (liberal and fundamentalist), Catholics (before and after Vatican II), Jews (religious and ethnic only), secularists (searching and satisfied) and others. I came to value collegial relations with Indian, Iraqi, Greek and Turkish people. After the initial excitement there is also a tinge of anxiety: the rediscovery of oneself in relation to diverse others.

University diversity in the '60s was gloriously confusing. While the liberal arts students were marching or besieging buildings for peace, the engineering students were refining weapons systems. The same campus nourished sensitive poets and impatient technicians who seldom asked why. Personal behavior was your own business except when laws were broken, and the courts were useful to test those limits as well.

After the turbulent '60s, a taxpaying public translated nausea and fear into the politics of budget control. Power began to flow from the campuses to off-campus state governing boards and legislative committees. Faculty unions continued the flow of power to larger, off-campus power centers.

But it takes time to weaken a great institution. Even in decline, public universities continue to do some things well and many things unevenly. Buildings remain impressive on the landscape. An excellence often born of secular pride, and sometimes Christian calling, continues among some professors and students. But anyone who accepts all grades, course descriptions or admissions brochure claims from today's state schools has made blind faith a central virtue.

And what of church colleges? Goshen College and its sister Mennonite Board of Education schools teach and do research and service from a focused identity: a Christian liberal arts perspective within the Anabaptist-Mennonite tradition. This starting point does not close off inquiry into other points of view. It does not prevent persons of other persuasions from entering into our academic community, walking alongside and helping to keep us honest. Persons from other traditions are especially valuable in keeping vision and performance congruent. But we do enter into our life together with a commitment to Christian education so that faith issues can be examined with clarity. When the Christian Way is freely chosen by persons who then grow in intellectual, social and spiritual competence, young people are prepared to enter a complex society and promote vigorous, attractive Christianity as a part of national and international diversity.

The Christian college is also very different from state schools at the point of how much of life is open to mutual concern. At its worst, this degenerates to pettiness and meddling. At its best, there is sensitive caring and responsiveness to each other's needs: health, emotions, faith, social life, material need, discernment of gifts, celebration of high moments, humor and much more.

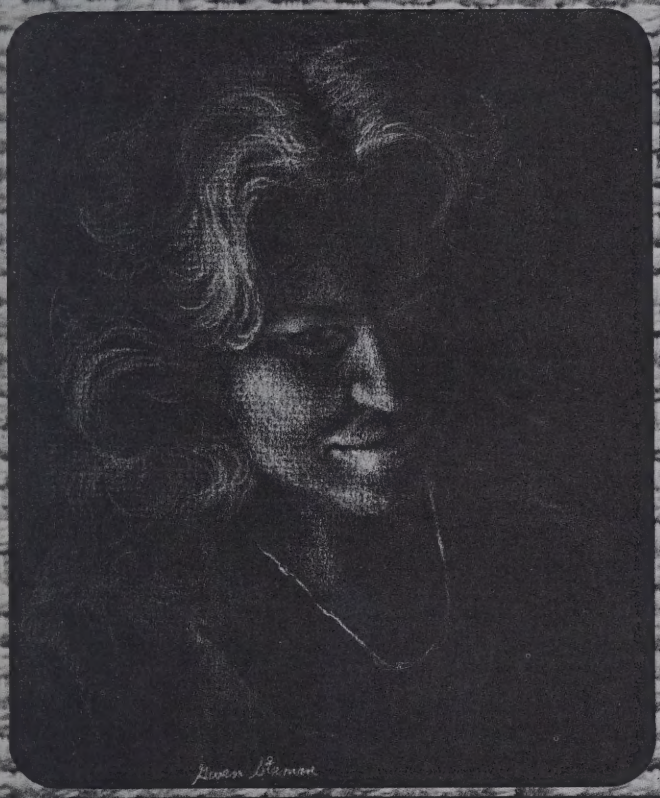
With such high idealism spread over so much of life, it is child's play to point out embarrassments and betrayals of our ideals. But fairness should remind us that the Christian college is aiming higher. In retrospect, it is now apparent that the state schools' admirable ability to bring diverse people into one place is rarely translated into intercultural understanding and appreciation. An article from a recent *Chronicle of Higher Education* cites an educator from a New York State University who lamented, "It appears with few exceptions white college students interact and socialize almost exclusively with other members of their own racial group." A Goshen College student's possibilities for intercultural learning during the Study Service Trimester abroad are not available at any state university with which I am acquainted.

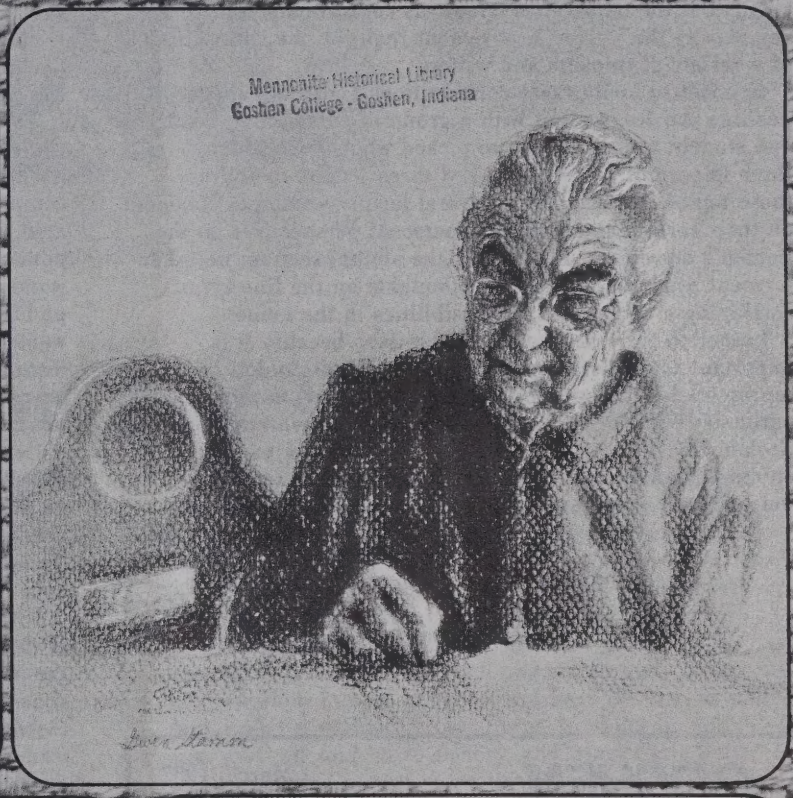
My recent experience at Goshen causes me to endorse the opinion of a philosophy professor quoted in a recent issue of *Christianity Today*. After investing most of his professional life in large public universities he is now with a private college. He writes, "As matters stand today, you would do well to locate an ambitious, hard-nosed, well run, intellectually relentless small college and enroll."

Vic Stoltzfus '56 is dean of Goshen College. Before coming to GC this year, he taught at Youngstown (Ohio) University, Penn State and Eastern Illinois University.

GOSHEN

College Bulletin March 1982





Mennonite Historical Library
Goshen College - Goshen, Indiana

Herstory — Perspectives On Mennonite Sisterhood

Ideas

The Birth of A Bulletin

When our staff began to plan this issue of the *Bulletin*, we decided at the outset that a topic as controversial and complex as the women's movement required the contributions of a variety of thinkers and writers.

In order to invite those contributions and think about possible articles, we met with a group of community, faculty and student women. Then we picked what we considered three important issues and asked three writers to address those topics. We also asked several faculty women to comment on their careers and give their personal perspectives on the women's movement. Finally, for the alumni section, we asked a recent graduate to share her thoughts on the fine art of combining a career and responsibilities in the home.

I mention this background to the issue because it is important for understanding the diversity of opinion represented in the articles. We did not set out to promote any particular point of view as a staff or as representatives of Goshen College. Our goal has been to present a variety of opinions that would stimulate the thinking of our readers. We welcome your reaction.

—JDY

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Bowling Green Revisited

I remember reading an account my great aunt wrote of how Mennonite women of her generation functioned at church conferences. While the men were meeting in the church to decide weighty theological issues, the women were down in the church basement cooking the conference meals.

The relationship between men and women in the Mennonite Church has been like that for a long time. Men made the decisions, and the women served the men. Who could complain about such a well-ordered world? Certainly not the men. We ate those glorious baked beans and that heavenly potato salad and felt like kings. And we were proud of the women for the creativity they displayed in preparing those puddings, pies and chicken noodle casseroles. Of course, women served the men, but anyone who ate one of those dishes could tell from the loving care that had gone into its preparation that the women had enjoyed doing it. In serving the men, women were serving the church.

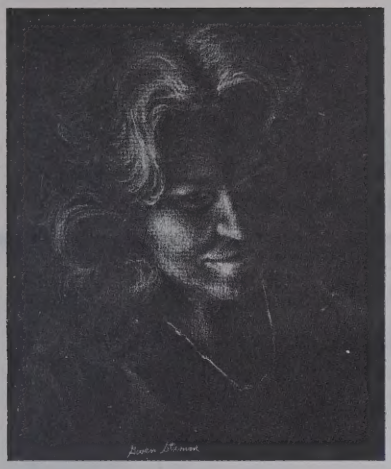
Contrast that scene with Bowling Green '81. The General Assembly of the Mennonite Church is debating a document on leadership and authority in the church. A section of the document deals specifically with the question of women in leadership positions in the church. One by one, women of all ages from all areas of the church stand to voice their concern that the church is guilty of wastefulness for not using the gifts of its women members. They are challenging the notion that the most women have to contribute to the church is a superior casserole. Their articulate statements make the best case possible for the ability of women to assume the leadership roles they argue for.

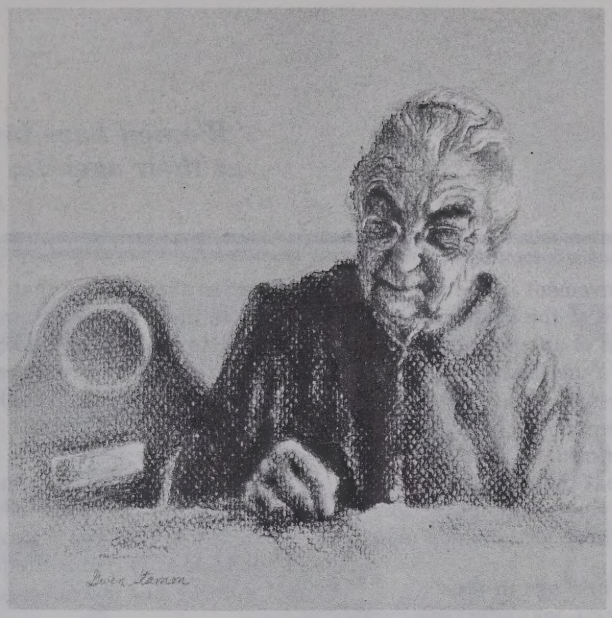
Today, seven months after the assembly, I don't remember all the arguments used to support a greater role for women in positions of leadership, but I do remember the spirit of the meeting.

The women who spoke were polite but forceful in raising issues about which they obviously cared very much. They spoke with a sense of urgency about the need for the church to take action to correct past injustices, yet had a spirit of understanding about the complexity of the issue and the theological problem some might have accepting their position. They did not say everyone had to accept their point of view; they did say women had a point of view that needed to be heard.

At Bowling Green Mennonite women served the church by calling attention to the contradiction between its theology of brotherhood and sisterhood and its practice of excluding women from leadership. If my great aunt were living, I think she would have been proud of them. She would immediately have recognized kindred spirits across the years — women committed to exercising their gifts for the glory of God and the church, just as she had done decades before.

—JDY





Women's Movement Brings Frustration And Hope

By Ruth Krall

1982 is the deadline for passage or defeat of the Equal Rights Amendment to the Constitution. In the United States this amendment has been at the center of debate about the changing socio-economic and personal roles of women and men. Words of the amendment, in its entirety, are:

Section One: Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Section Two: The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section Three: This Amendment shall take effect two years after the date of ratification.

These 52 words are the political expression of the contemporary American women's movement. This movement, however, has roots that burrow back to the days of the Continental Congress. In 1776 Abigail Adams wrote to her husband John, "In the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husband. Remember, all men would be tyrants if they could."

John Adams, who was to be among the drafters and signers of the Constitution and the second president of the nation, responded, "Depend upon it, we know better than to repeal our masculine systems."

From 1776 to 1982, women have raised their voices to protest their status in American society whenever questions of human freedom and liberty arose in the public mind. During the debate over slavery before the Civil War, women spoke out for their rights, too. For example, in 1851 the six-feet tall, ex-slave Sojourner Truth rebuked a male preacher who argued that all women needed male dominance and protection for their security because they were delicate creatures with fragile bodies and personalities. Her eloquent words are relevant even in the 20th century.

> Dat man ober dar say dat womin needs to be helped into carriages, and lifted ober ditches, and to hab de best place everwhar. Nobody eber helps me into carriages, or ober mudpuddles, or gibs me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed, and planted, and gathered into barns, and no man could head me. And ain't I a woman? I could work as much and eat as much as a man — when I could get it — and bear the lash as well! And ain't I a woman? I have borne 13 children, and seen mos' all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

After the Civil War the United States entered a period of urbanization and industrialization. Religious and secular organizations demonstrated a growing awareness of the poor and oppressed in the new American cities. During this period concern for the status of women led to the beginning of the women's suffrage movement. The first national suffrage amendment was introduced in Congress in 1878. Forty-two years later women obtained the right to vote in both national and state elections.

However, the right to vote did not give women full legal or social equality. They were still denied many of the rights guaranteed to men. Thus it was that in 1923, feminist Alice Paul wrote the words of the Equal Rights Amendment. Submitted to Congress during every session since 1923, it did not pass until 1971. From Congress the amendment went to the state legislatures for ratification. From 1971 to 1982 both men and women have debated the necessity for such an amendment.

In 1981 Phyllis Schlafly, leader of the opposition to the amendment, celebrated its death. Yet, throughout the nation, thousands of women continue to work for its ratification. Most citizens know that the ERA must be ratified by three more states by June 30, 1982, in order for it to become part of the Constitution.

"Women have begun to claim peacemaking as their agenda; they see justice, liberation and peace as inseparable."

While the status of the women's movement in the United States is not limited to a consideration of the passage of the ERA, the conflict over the amendment is an apt metaphor for this particular moment in the lives of American women.

•Although an unprecedented number of women are at work to change American society, it is unclear to social critics whether permanent changes have occurred.

•Although many women perceive that their society actively harms and devalues women, they are vigorously opposed by well-funded, politically active factions that also include many women.

•Although many women look for a new age in their relationships with other women and men, many feel insecure about the proper social roles for women and men in this new society.

In short, old behavior patterns for men and women are changing, while new role expectations are not yet well defined.

Despite apparent advances in the social equality of women, statistics show there has been little shift in the status quo. For example, there are now many more women in the nation's paid work force than in previous years. Yet the magazine *Working Woman* reports that in 1981 women earned approximately 60 percent as much as men. The median annual salary for male college graduates was $19,433; for females it was $12,028. Male high school drop-outs earned nearly $13,700. Many of these working women are the sole supporters of families that include small children. For them, the argument, "Men with families need to earn more than women who are just earning some petty cash," offers little economic comfort. Men's salaries in each of the major racial or ethnic groups continues to exceed that of women in the same group.

It is impossible from such limited demographic data to know the extent of the changes the women's movement is making in American life. The data seems to indicate that the status quo has been maintained. Yet for many women the '80s and '90s are pregnant with hope. Women in the United States have begun not only to talk of equality within a socio-economic, racial or ethnic group, but they have also begun to develop an awareness that women must reach across racial, socio-economic and even national lines in an effort to create a more humane world for women, children and men.

Women have also begun to claim peacemaking as their agenda; they see justice, liberation and peace as inseparable. Third World women, women of color and blue collar women have begun to speak the corrective word about racism and sexism to women of the white middle and upper classes. They have told American women that women and children across the globe die or live highly restricted lives every day because they live in societies dominated by American patriarchal and capitalistic political models. Women everywhere are asking that oppression cease and liberation begin.

In addition to the goal of human liberation, women have begun to explore their heritage through the study of history, economics, philosophy, theology, psychology, linguistics and literature. As a result they have begun to gain a sense of women's contributions to history and social life, to vigorously question the premise that "mankind" really does generically include them, to understand that much of Western thought considers them to be biologically inferior members of the human family and to be aware of their property status in family relationships. Napoleon expressed this view of women in the most direct terms:

> Nature intended women to be our slaves. They are our property; we are not theirs. They belong to us, just as a tree that bears fruit belongs to a gardener. What a mad idea to demand equality for women. Women are nothing but machines for producing children.

Just as women have begun to gain a sense of their history, they have also begun to claim a new definition of what it means to be a whole and complete person. No longer content to be objects, they are beginning to claim a subject status for their lives and to struggle for a social role that values them as fully human. Women from all academic disciplines and living situations are challenging the metaphors of maleness and femaleness that underlie our interactions in society. Women, by their experiences and by their study, have begun to challenge these basic assumptions about the way human life "should be lived."

Finally, women have begun to intensively explore ways in which they are spiritual persons. It is common in gatherings of women to hear a discussion of spiritual questions. Frequently the discussion is about the implications of being a woman of spirit. In these discussions women have begun to express deep spiritual longings and to examine the God-human relationship as it is experienced by women. Women who think in religious terms have begun to believe that perhaps God loves them. Individually and communally women have begun to search for spiritual renewal.

Whether the women's movement will bring about permanent changes in American life is unclear. It is clear, however, that for many women the contemporary world will never again hold quite the same dreams that it held in childhood and adolescence. Many women have painfully renounced the world-that-was for the uncertain world that is yet to be born.

Ruth Krall is director of student services and associate professor of nursing at Goshen College. This year she is on leave studying at the School of Theology at Claremont, Calif.

Photo by Jane Yousey

What The Computer Didn't Know

(About The Women Graduates Of 1942)

By Miriam Sieber Lind

Senior A: Well, truthfully, I'd like to raise a family.

Senior B: Not me! I want to do something creative*!*

This snippet of a conversation took place over 40 years ago in a jalopy enroute back to the college after a gospel team presentation at one of the Elkhart County Mennonite churches. Then as now, the word "creative" was being invoked in the ranking of professions according to their importance in the minds of young educated women. And then as now, the home nurture of children was not considered a vocational choice for which one needed either imagination or preparation.

Most of the women who graduated in the spring of '42 were from the first generation of their families to attend college. We were heady with the rich array of choices before us. For that matter, the same must have been true for the men of that class, whose fathers could have had little more choice than their mothers had.

Among the 22 surviving women of that graduating class, a high percentage — eight — majored in elementary education, as one might expect. But for those eight, majoring in el ed represented a choice which few of their mothers would have had. There were also four persons majoring in English, three in home economics, two in natural science and one each in music, social science, biology, Latin and Bible.

Forty years later our incredible computers record the occupations of these 22 as follows: Retired, seven; homemaker, four; unknown, two; elementary education, two; home economics education, two; and secondary education,

art education, health profession, nursing and journalism, one each.

That's what the computer says.

The computer fails to tell me, however, what I want most to know. "Retired?" From what? "Occupation unknown?" But surely not unknowable! "Education?" So, how many years did she actually teach, and did she take time out to raise a family? "Homemaker?" Yet I see from my yearbook that this person majored in education (natural science). Did she also teach (nurse) at some point in her homemaking career? And how did these 22 women *feel* about the choices they had made in those intervening years?

A bit of poking around, asking questions, and making telephone calls answered most of these questions for me. The more I learned, the more I was aware of two strong threads reappearing throughout the history of each of these women who graduated in my class on that long-ago spring day. One thread was the commitment to nurturing — whether in a home, a classroom or a hospital. The other thread was a tacit belief in the appropriateness of the alma mater's motto — "Culture for Service." (Few of us, back then, would have wisecracked about that motto!)

The servant motif was basic in most of our religious backgrounds, not only for women, but also for men. One just naturally thought in terms of a life spent, not in self-aggrandizement, not even in "self-realization" — as the term is used today — but a life spent in a way that would be useful to one's fellow creatures. Yes, and a life whose intent was "ad majorem Dei gloriam" — for the greater glory of God. The women of '42 form only a small segment of that line of service-oriented persons emerging, over the years, from Goshen College.

The computer didn't tell me, but on closer investigation I discovered that the women of my class are evenly divided as to whether or not they continuously followed the occupations for which they were trained. Eleven of them called "time-out" to raise families ranging from two to eight children (the average was 3.5 children per family). For some, this interval was 10 years; for others, 15 to 20 years. But these 11 women chose to postpone further involvement with their earlier professions at least until their youngest children were in school. Most of the 11 did go back — mainly to schoolrooms. Of the other 11, two who did have children (two each) continued teaching except for brief maternity leaves. Their children were cared for by relatives or live-in mothers' helpers and nursery schools, much as the children of modern mothers are cared for. The remaining six single women and three who married later in life continued their professions with little or no interruption.

All whom I contacted personally — from both groups of women — might well have used the words of that mother of eight who, after her youngest was in junior high, went back to a wider nurturing: teaching disadvantaged women in their homes in a program of expanded nutrition, and later sharing her home economics skills with disabled adults. She commented, "It's been a good life." Most might well have added that though they didn't consciously set out to be self-fulfilled, they did find fulfillment.

The computer didn't tell me, but as I probed further I discovered that the women of this little class have been responsible for an enviable variety of human services. "Retired." "Homemaker." "Education." The computer laconically prints out an atom of information which says so little about these 40 years!

A missionary plants churches one after another. We hardly know she is there. In Puerto Rico, in New York, in Iowa — wherever she is assigned, wherever life changes or family responsibilities take her, she finds a few persons to disciple, and another church emerges. (Remember her? She always knew she wanted to be a missionary, but we all knew she was too shy, too quiet to be a good one!)

Another women spends a lifetime on the Asian continent in years of innovative nursing — training nurses and training teachers of nurses.

Another who would never have *chosen*, early in her life as a mother, to spend the rest of her time in an iron lung and a rocking bed, chooses, nevertheless, not to let her *mind* be confined. She creatively carries more than her share of concern for a better life on this planet, among them, action in behalf of a threatened environment. (Ask her if you need information; her files are full; she'll have a petition for you to sign; she's a single-handed Environmental Protection Agency!)

A dietitian turned Pax hostess turned X-ray technician, wherever she has lived and worked, keeps open house for a prodigious family of foreign students. A childless teacher's classroom reflects such *joie de vivre* that small disadvantaged persons flower in her presence — another kind of "expanded nutrition." And then there is the mother after mother who refuses to settle for being "just a housewife" but who is consistently aware that her education under that old GC motto has helped her to create a home that is more than a home, and to give her family bonuses far beyond the basics expected of any "good" mother.

There are "not many mighty" among the women of the class of '42. A few cases of outstanding service and heroism, true. A few books published, a few works of art completed. But basically, just years of service as unashamed nurturers.

Look for the artists, the writers, the musicians, the businesswomen, the ministers, the administrators in present and future decades; you just might find that some of them were shaped and served by my classmates and women like them. Let's hope that you will also find among them some young persons — women *and* men — who see people-making as a task worthy of the cream of their creative energy. Let's hope you find at least a few who are naive enough to believe that a college motto which assumes that one "finds life by losing it" — still makes sense.

Miriam Sieber Lind lives in Goshen, Ind., with her husband Millard. She has raised six children and a foster child.

Anna Bowman is associate professor of social work and director of social work education at Goshen College.

Women And The Mennonite Patriarchy

By Anna Bowman

Organizationally and institutionally, the Mennonite Church is a patriarchy. In this respect, the church is conformed to the society in which it exists. Many people within the church think this patriarchy is a benevolent one. Although they acknowledge the patriarchal structures (as the facts would insist), they still consider it a nonconforming patriarchy, since it rejects the injustice and violence inherent in worldly systems. Others, however, argue that this patriarchy produces its own injustices and — by ignoring or belittling women — does subtle violence to them.

What Is A Patriarchy?

A patriarchy is a society in which men hold leadership positions and have the power and authority to make public policy — policy that controls both men and women. In a patriarchy men are presumed to be superior, and only the most aggressive, powerful and courageous men become leaders. In this respect, they embody the ideal of the warrior who protects and defends women and children.

By contrast, the ideal woman in a patriarchy is a virtuous, sensitive, graceful nurturer. Women support men, manage the household and raise the children. Women may be called "leaders;" however, their "leadership" is the power-behind-the-throne kind. This kind of leadership is not formally vested or publicly recognized as valid or valuable.

If we examine the Mennonite Church according to this definition, we discover that it, too, is a patriarchy. The leaders of the conferences, congregations, boards and schools are almost exclusively men. We, as Mennonites would, however, reject the warrior ideal for men because of our emphasis on peacemaking. We assume that Mennonite leaders are caring persons who are not interested in accumulating wealth, money or prestige. Mennonite men, therefore, are permitted a wider range of expression of their gifts than is true in the larger society. As a result, we tend to think of the Mennonite patriarchy as benevolent and are blinded to the consequences this system has for Mennonite women.

What Are The Consequences Of The Mennonite Patriarchy For Mennonite Women?

Contrary to their male peers who are permitted a wide range of expression for their gifts, roles for Mennonite women are very restricted. In the Mennonite Church all the acceptable roles for women have a serving and nurturing image. The one that is most widely known and accepted is that of wife and mother — a role congruent with female biological functions and essential for the propagation of the species.

For those women who choose to be wives and mothers and for those women who have married men who will truly share in parenting responsibilities and permit other freedoms, this can be a very fulfilling role. For many women, however, this role is too restricting in that it does not permit them to exercise other gifts they have.

Other nurturing roles that have been acceptable for Mennonite women have been to combine the wife/mother role with volunteerism and mission work.

Traditionally, many of the wives and mothers in the Mennonite Church have exercised their leadership gifts by giving time and energy to the WMSC or other charitable and philanthropic endeavors. Some have also taken employment. These activities provide them with opportunities to meet the need for self-esteem by using gifts they cannot employ in the wife and mother role.

Another group of Mennonite women have found an outlet for their gifts by becoming missionaries. Many who chose to combine a profession with wife and motherhood found the mission field an opportunity to exercise their gifts because they received less censure from the church. Certainly for those women who did not marry, this was an acceptable outlet for the exercise of their gifts.

None of these women, however, has posed a threat to the Mennonite patriarchy. These women have all "kept their place." Occasionally they have been given respect and recognition for their "faithful service."

Many Mennonite Men Oppose Equality.

Many of the Mennonite men who relegate women to these nurturing roles are opposed to any conversation about Mennonite women being treated as equal. They use biblical passages to support the hierarchical system of authority in the church (while ignoring the equally important passages that admonish all Christians to exercise their gifts for the benefit of the church) and interpret these passages to mean that the nurturing role is the ideal one for women.

Ironically, these men think that if Mennonite women were treated as the equals of men and assumed positions of leadership, they would give up a "privileged" status and come *down* to the male level. This "descent" of women in a hierarchy where they are subordinate to men, however illogical, results from the fact that Mennonite men consider women superior when they accept the nurturing role and inferior when they attempt another one, particularly one involving leadership. To them, women are madonnas; deviating from that role is a fall from the pedestal.

It is difficult to explain why this "privileged" status of madonna is damaging to women. (Only women who have tried to fill the super-mother/super-wife role understand its severe restrictions.) Its primary frustration, however, is that it does not permit a woman to be herself by using the gifts she has in other areas, such as preaching, managing or administration. Having gifts in areas other than nurturing, a woman can find this role, however varied, frustrating to the extent that it does violence to her personality.

What Are The Options For Mennonite Women Today?

Certainly, they can still choose to fill the accepted roles for women in a patriarchy. For a few, this is a happy choice. They will receive support, nurturing and recognition for the exercise of their gifts. Some may marry husbands who will share parental responsibilities and permit them to be persons in their own right as opposed to only being caretakers and appendages of their husbands.

Others will adopt the accepted roles of women, not as a conscious choice, but because that is what is expected of them. This is the group that runs into difficulty. Restrictions on their role will eventually make them "a little crazy." Very often this "craziness" takes the form of depression. National statistics on depression indicate that two or three times as many women in the United States are depressed as men. Depression is particularly common for women who have children under the age of six. While there is little statistical research to indicate that Mennonite women fit this pattern, there is a good bit of informal evidence that it is true. Articles in our church papers, letters to the editor and the observations of those in the mental health and human services professions indicate that many Mennonite women do have a problem with depression.

Then there are Mennonite women who want the freedom to exercise all of their gifts within the church — the same freedom their male peers have. Historically, some of these women have left the church rather than fight the patriarchal system. There are many young women in the church who are considering that option presently. The church has suffered from the loss of these persons. The church will suffer in the future if this group of women is not given recognition and opportunity in the contemporary church.

For the women who want the opportunity to exercise their organizational and leadership gifts, the church can be a difficult place. Many of these women have been described as "misfits." They also have gone "a little crazy." Some have eventually chosen to become one of the faceless mass pressed into a mold that does not fit.

There is also, however, the group that insists on working for change. These women are generally described as "troublemakers." Or they are sometimes described as "angry" women. In any other forum, anger at injustice, oppression and violence to persons is a virtue; if the issue is oppression of women, however, anger against the injustice is not a virtue but a liability. These women are psychoanalyzed, sometimes at a great distance. Their cause is frequently trivialized, and it is assumed that they had a problem in their past with an angry father or bishop. In this way, they too are "encouraged" to find their place.

What Is The Future For Women In The Mennonite Patriarchy?

Attempts to initiate change have brought few if any positive results. Some change may be possible if women continue to speak out, demonstrate the problem and call men in the church to be faithful.

On a congregational level, there is some evidence that this approach has been successful. There are a few instances in which women are permitted to exercise their leadership gifts. In other situations, however, women may do traditional male tasks only if they are controlled by an appropriate male. These are situations in which one might more appropriately use the term tokenism.

On the institutional level, the picture is much less positive. There are few women in any of the upper-level administrative positions of our colleges, high schools, church boards and organizations. Indeed Goshen College has few women faculty. If one discounts programs that have accreditation requirements such as nursing, social work and education and those departments that are traditionally female — home economics and women's physical education — one would find only two full-time tenured women on the Goshen College faculty.

Surely this is a situation of injustice. Justice and logic would argue that with more than half of the members of the church and more than half of the student body female, a greater number of women should carry leadership responsibilities. Surely women know better than men what women need by way of policies, programs and content. Surely there are more Mennonite women in the church who have gifts that should be used. Surely the appeal ought to be made at a level above justice and logic. Surely our ethics and our Christian values demand a higher level of equality in the exercise of gifts than is presently demonstrated.

Why Should We Be Concerned With The Lack Of Women In Church Institutions?

This lack of women is a concern because institutions that reject women in leadership suffer from a male bias. Men, no matter how benevolent, are still men. They have been socialized in a culture that has led them to believe that they are innately superior. They have been educated in a system that is governed by male values. They think like men. They have been taught to repress their feelings like men. And, despite their good intentions, they run Mennonite institutions like men — often not considering the needs and contributions of the other half of the church these institutions purport to serve.

Women in leadership positions can correct this bias. Just as women have unique gifts and characteristics which have benefited the home and family, so women's socialization has resulted in particular gifts and characteristics that fit them to provide unique service to institutions — a concern for people as well as efficiency, a belief in the value of making decisions by consensus and a different appreciation for the value of relationships.

How Will Change Come?

It will come at the time when men are prepared to share positions of leadership and authority with women. The change will need to be initiated by men. It will come when Mennonite men take women off the madonna pedestal, when they stop denigrating women as inferior beings and when they begin to treat Mennonite women as persons who have gifts of equal value which should be shared for the good of all.

Alumni

Johnson To Head Alumni Relations In '82-'83

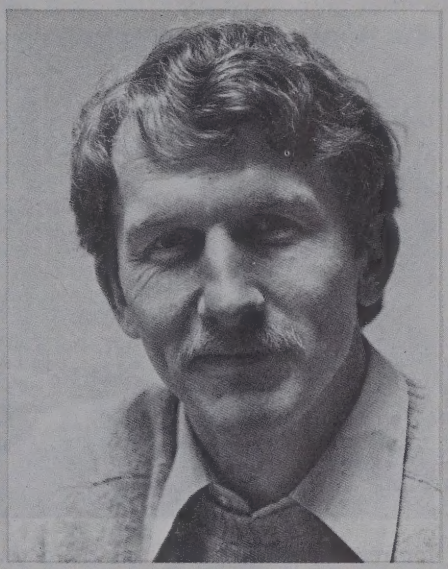
Robert Johnson '72 has been named acting director of alumni relations at Goshen College for the 1982-83 academic year. Johnson will replace current director Rich Gerig, who will be on sabbatical leave pursuing graduate studies in higher education and communication.

A native of nearby Middlebury, Ind., Johnson bring a variety of work and educational experiences to his alumni responsibilities. He received teaching credentials in both Spanish and English from GC and taught those subjects at Concord and Northridge High Schools for several years.

In 1977 Johnson received an MFA degree from the University of Iowa Writers' Workshop, the best-known school for creative writing in the United States. After graduating from Iowa, he was marketing director for the CBS television affiliate in Cedar Rapids, Iowa.

Johnson is now completing a two-year assignment as assistant professor of English at Goshen College and is well appreciated by students and teaching colleagues alike.

"The responsibilities of an alumni director are wide-spread, and require



skills in communication, organization, administration and writing," said Director of College Relations Daniel Kauffman. "Bob brings these skills with him, so he'll help us move ahead with our alumni program, and not just be a fill-in for Rich."

Johnson is married to Nelda Stickel '72. They have two sons, Nicholas, almost three, and David, five months.

Phonothon Will Contact Alumni During March

Current Goshen College students will again spearhead the annual alumni phonothon, according to alumni director Rich Gerig. Calls will be placed to 2,500 alumni over six evenings in March.

"The students who participated in last year's phonothon helped make it our best ever," said Gerig. "Students make good callers because they are directly in touch with the campus mood and programs, and can give accurate, direct answers to alumni questions. Another reason they should be involved is because they benefit directly from the financial support alumni give; the phonothon helps them put real people behind those thousands of dollars."

Alumni who contributed last year but have not yet given in the current fiscal year will be contacted by the student callers. Calls will also be made to a randomly selected group of alumni who are irregular contributors.

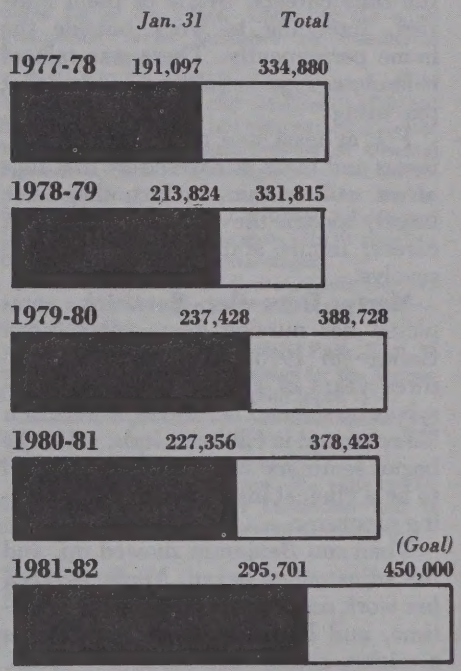
Douglas Caskey, a Bluffton, Ohio, senior, will again coordinate the phonothon effort. Thirty other student volunteers are expected to help with the calling. Tuition grants will be awarded to students with the highest pledge total and the greatest number of pledges received.

"Direct phone calls are the most effective means of personalizing contacts with alumni. Our office and the students look forward to making them," Gerig said.

Contributions Increase 30 Percent

Alumni giving for the 1981-82 annual fund has been nothing short of phenomenal. As of Jan. 31, $295,701 had been contributed, compared to the $227,356 received by the same date last year — a 30 percent increase.

"In light of the current economic recession, the support coming from alumni is even more impressive," Ron Gunden, associate director of college relations, noted. Gunden added that the 1982 Challenge has been expanded so that it can continue to meet all new and increased alumni gifts until the end of Goshen's fiscal year on June 30.



Mark Your Calendar

April 17 . . . . . Alumni Board Meeting

October 1, 2 . Alumni Weekend

- **special recognition for college and academy classes of 1932**
- **reunions for all classes with years ending in 2 and 7**

"I Love Being Busy"

By Rich Gerig

Photo by David Hiebert

Marty Savanick shows sons Benjamin and Nathan how to count with cupcakes.

Perhaps more than earlier generations, college women of the last decade have faced difficult choices when making decisions about career and family.

On one hand, they observed the roles their parents filled. Those roles were likely traditional, with distinct responsibilities and functions for women and men and mothers and fathers.

On the other hand, an awareness of broader career opportunities encouraged many women students to pursue full-time careers. Many of them married, intending to work outside the home permanently. There was talk of role-changing, equality and joint parenting.

For at least one of these alumnae, issues and ideas uncovered by that tug-of-war still remain; in fact, they have largely become the center around which career, family and personal priorities revolve.

Marty Detweiler Savanick completed her nursing degree at Goshen College in 1973. After marriage and three years of clinical work in Pennsylvania, she and her husband **Reuben '73** relocated in Elkhart, Ind., where he began seminary study and she planned to be a clinical instructor in GC's nursing program.

Then son Benjamin showed up, and the adjustments began. Marty reduced her work schedule at the college to part-time, and Reuben was able to fit his seminary courses around family needs. "Reuben chose to be very involved with the care of our baby," Marty remembers. "I felt fortunate to have him home so much more than most new fathers are."

Number two son Nathan arrived just after the Savanicks moved to Scottdale, Pa. After his first birthday Marty returned to part-time employment outside the home; Reuben could be home in the early morning and at noon to help care for the boys.

Marty's return to nursing was made for reasons other than financial ones. "I had always loved nursing and did not want to lose the skills I had gained," she explained. "Also, I wanted the challenge and the peer relationships that a job provides. My returning to work was a mutual decision; we both knew it would be an added stress on our lives, both in terms of schedules and because we had agreed that we would use babysitters as little as possible."

Marty continued, "There are certainly some frustrations of career involvement at this time in my life. It takes a lot of energy and time to arrange babysitting, pack the diaper bag and plan meals. The days I work I find it difficult to accomplish all my homemaker tasks, and there are some activities I am forced to forego. But the fulfillment and enjoyment I find in my work as a nurse contribute to good feelings about myself which, in turn, make me a better mother and wife."

Nursing and work at home are just two of the activities Marty uses to strike the delicate balance between her family and career responsibilities and her own personal needs. "I love being busy — I understand that about myself. I am constantly juggling schedules and trying to participate in all available opportunities to pursue interests," she explained. That "extra" involvement includes a women's volleyball league, aerobic exercise classes, a quilting class and small support group meetings. And somehow there is still time for church committee meetings, Sunday school teaching, continuing education workshops and morning coffee klatches with friends.

"I sometimes feel frustrated with the little time that is left for other hobbies and interests. But thankfully Reuben is very supportive of my desire to develop outside interests. He is also involved in our sons' lives and in their nurture, which frees me to do some of the other things I choose."

With her need for outside activities and career involvement, Marty "sometimes doubts whether I am really being the best mother that I can. Then I stop and evaluate my situation and consider saying no to another outside involvement. After all, family life is the best part of life. I love and enjoy my husband and my children. I want to spend time with them and share the excitement of life together. I have decided to give my family top priority over career and other involvements. That is sometimes difficult, but I remind myself that there will be plenty of time later to do all those things I want to do now. . . ."

Notes

1900-19

Deaths

Rossie Hostetler Edwards '11, Tarpon Springs, Fla., May 1981.

William B. King, husband of **Pearl Miller King '12**, Wabash, Ind., Nov. 22.

Note

Amanda Ebersole '05, a former home economics professor at Drexel University in Philadelphia, lives in Gwynedd, Pa.

Pioneer Missionary Dies In Goshen

Mary M. Good '19, long-time missionary in India, died Jan. 25 at Greencroft Retirement Center in Goshen, where she had been a resident. Her funeral was held in the Newcomer Center at Goshen College, with Mission Board, college and personal friends participating.

Mary Good went to India under the Mennonite Board of Missions in 1920 and served there until 1952. Many of the women active in the church in India today were her "daughters" because of the training schools she helped organize. One of them, **Ruth Pershadi '65**, spoke at the funeral service.

1920-29

Deaths

Lewis Koerner, husband of **Louise Smoker Koerner '21**, Goshen, Oct. 14.

Raymond Short '24, Archbold, Ohio, Nov. 20.

Loren Ulrich '25, Eureka, Ill., Dec. 4.

John D. Zook '20, Columbus, Ohio, Jan. 5.

Notes

Esther Smucker Hodel '25, Carlsbad, N.M., received a 50-year club membership and pin from the Illinois State Medical Society and a 50-year pin from Women's Medical College in Philadelphia.

Elva May Schrock Roth '24, Morton, Ill., taught in Indiana elementary schools for 37 years. Now in retirement, she is church historian at First Mennonite Church in Morton and has taught an ecumenical women's Bible class for many years.

1930-39

Deaths

Alice Yoder Frey '33, Rensselaer, Ind., Sept. 30.

Emma Smucker Rohrer Graber '32, Smithville, Ohio, Nov. 30.

Notes

Gerald Boshart '33, Keokuk, Iowa, a retired teacher, "enjoys hearing of the progress at Goshen."

Lloyd V. Conrad '38, Wakarusa, Ind., is engaged in research for "A History of the Beech Mennonite Church, Louisville, Ohio." His wife, **Grace Weaver Conrad '40**, is a volunteer at the MCC Thrift Shop in Peddler's Village one day a month.

Elma Bixler Kreider '31, Wadsworth, Ohio, writes that though she was unable to finish at Goshen College, "I have cherished the friendships and the Christian atmosphere encountered there."

Harold and **Louella Miller Thut '33**, Orrville, Ohio, are serving as the directors of the International Guest House in Washington, D.C.

1940-49

Deaths

Clyda Geiser Martin '46, Elkhart, Ind., Nov. 1.

Elmer Riegsecker '43, Middlebury, Ind., Feb. 5.

Homer R. Stutsman '41, Mt. Pleasant, S.C., Aug. 10.

Bessie Bawel Widmer, wife of **Maynard Widmer '42**, Wayland, Iowa, Dec. 12.

Marriage

Harvey Blosser and **Wilma Lehman '43**, both from North Lima, Ohio, Nov. 7.

Notes

Fern Troyer Erb '49, Harrisonburg, Va., administrative assistant to the director of business affairs at Eastern Mennonite College, also serves on the pastoral team of Community Mennonite Church in Harrisonburg.

Robert D. Fisher '42, Goshen, became an eight-gallon donor during a January Red Cross blood donor day.

Jacob Flisher '49, executive director of Beth Haven retirement community in Hannibal, Mo., was a delegate to the White House Conference on Aging Nov. 30-Dec. 3 in Washington, D.C. He was appointed by the governor of Missouri to the conference, which is held once every 10 years.

Ralph Gerber '45, officially retired on Feb. 28, 1981, after serving the Presbyterian Church of the Cross in Omaha, Neb., for 22 years. Currently he is serving at interim pastor of the First Presbyterian Church of North Platte, Neb.

Truman V. Hershberger '49, State College, Pa., serves as secretary of Allegheny Mennonite Conference and is treasurer of United Campus Ministry at Pennsylvania State University.

Christine Blosser Huffman '47, Salem, Ohio, retired in 1980 after 30 years of public school teaching. She continues to teach adult Sunday school class, sing in the church choir and do occasional solo work.

Helen Nafziger Kaufmann '40 of Tiskilwa, Ill., currently on a special six-month assignment in Israel with Mennonite Board of Missions, is assisting at Immanuel House, an international Christian center in Jaffa.

Lois Meyer King '48, Fisher, Ill., completed 24 years of teaching in the public schools and took early retirement.

C. Norman '46 and **Ruth Smith Kraus '42**, Sapporo, Japan, spent six weeks on a teaching mission to Hong Kong, the Philippines and Taiwan in January and February. Earlier Norman gave lectures on Christology in Sapporo and Obihiro under the auspices of the Eastern Hokkaido Bible School and preached and taught in various other congregation and retreat contexts. He continues to work with an all-Japan translation task force to get some Anabaptist-oriented literature into Japanese. Ruth is busy as mission treasurer, keeping up with homemaking and various activities with the women of the church.

Harold D. Lehman '43, Harrisonburg, Va., wrote *Called To Teach Adults* for the adult Foundation Series published by Mennonite Publishing House.

Millard C. Lind '42, Goshen, professor of Old Testament at Associated Mennonite Biblical Seminaries in Elkhart, has been named associate trustee of the American Schools of Oriental Research (ASOR), Cambridge, Mass. ASOR archaeological expeditions have concentrated in the Middle East with centers in Israel, Jordan and Baghdad. A publishing agency, ASOR puts out the quarterly *Biblical Archaeologist*.

John L. Maxwell '47, Benton, Ohio, received a master of arts degree from Ohio State University in December.

Albert R. Miller '45, Overland Park, Kan., is in his 19th year as team physician for the Kansas City Chiefs professional football team.

Albert '43 and **Esther Lehman Miller '41**, Akron, Pa., are anticipating the time when their eight grandchildren will attend GC!

Ruth C. Roth '48, Benson, Ill., edits the *Illinois Mennonite Heritage Newsletter* and is chairman of the Illinois Mennonite Museum.

1950-54

Death

Ruth Landis Erb '51, Goshen, Jan. 25.

Notes

John M. '53 and **Naomi Hertzler Bender '53**, Ogden, Utah, spent two months at the All Africa Leprosy Rehabilitation and Training Center in Addis Ababa, Ethiopia. She worked in the vocational program teaching weaving and he set up nerve testing procedures for leprosy patients and served as a rehabilitation medicine consultant to the hospital.

Roy Bucher '51 serves as chaplain at Doylestown (Pa.) Hospital.

Herman Buller '51 continues as a missionary in the Republic of Zaire, Africa.

John '51 and **Bonny Landis Driver '57**, longtime workers in Latin America and Spain

with the Mennonite Board of Missions, returned to Goshen in mid-December for a one-year furlough following their most recent assignment in Argentina. Most of their just-completed four-year term was spent in Barcelona, Spain.

Helen Ganshorn Geyer '53, Edwardsburg, Mich., spent an enjoyable 18 days in China in October.

Owen Gingerich '51, Cambridge, Mass., professor of astronomy and of the history of science and an astrophysicist with the Smithsonian Astrophysical Observatory, has received the Order of Merit, Commander Class, from the Council of State of the People's Republic of Poland. The award recognizes his research on Copernicus and was presented by Ambassador Spasowski at ceremonies in the Polish Embassy in Washington, D.C.

Ben '51 and **Kathleen Erb Kenagy '53**, workers with Mennonite Board of Missions in Israel, recently spent a 3½-month furlough in North America. He is a physician at Edinburgh Medical Mission Society Hospital in Nazareth, and she does a variety of jobs — typing, sewing, upholstering and entertaining — for the hospital and its nursing school.

Naomi Kauffman Lederach '54 has been appointed chairperson of the nursing department of Hesston College, following the resignation of **Bonnie Kauffman Sowers '69**.

Anna V. Liechty '54 is currently on furlough from her teaching assignment in Zaire, but she plans to go back for one more year during the 1982-83 academic year.

Alice Miller Beachy '50 retired from 30 years of teaching in April. She and her husband Lewis now live in Sarasota, Fla.

Fred Speckeen '52, Fairview, Alberta, president of Fairview College, was recently elected chairman of the North Peace Education Consortium, a group of post-secondary institutions which cooperatively offer courses and programs throughout northwestern Alberta.

Adelbert and **Doris Snyder Stephenson '52**, Haddonfield, N.J., are enjoying retirement. Teaching Sunday school and women's Bible classes, small group activities, refurbishing an old house, building a pole barn, five children and 18 grandchildren keep their lives busy and challenging.

Herbert C. Wenger '52, Perkasie, Pa., affiliated with cardiovascular pharmacology at Merck and Co. for over 25 years, was recently promoted to senior research pharmacologist. He has been a co-author of nine publications over the last five years.

David W. Yoder '54 teaches photography at the Elkhart Area Career Center.

1955-59

Death

Eleanor Gentle, wife of **Spencer Gentle '56**, Goshen, Jan. 18.

Notes

Dorothy L. Bender '56, Milford, Neb., in her 31st year of teaching, is church librarian and correspondent and serves on the congregational ministries board of Iowa-Nebraska Mennonite Conference.

Schmucker Wins Football Contest

"Woody wins again!" screamed the headline of *The Hesston Record* following the dramatic finish of **Woody Schmucker '55** in the local Pigskin Picks competition last December. The article went on to give the details of Schmucker's accomplishment, which continued a winning streak he and his family began in 1977.

"For the fourth time in the past five years, a member of the Norwood Schmucker family captured the grand prize and for the third time, it was Woody himself that got the big prize. It keeps his streak alive of winning the contest every other year since 1977.

"He had trailed most of the year, although moving into a tie for the lead at one time, and had been close behind his son, **Dean Schmucker '80**, much of the season. But last week, trailing by two, Woody got 13 right while Dean had a bad week with just nine.

"For the second time in the contest, the runnerup prize also goes to a member of the same family as Dean Schmucker ended second. Woody finished with 129 points while Dean had 127. In 1979, Woody won the prize, while Blake Schmucker (another son) got runnerup.

"What can you say, these people are good at picking games. They don't just go on a hunch about a game, they study the games, take sports magazines and follow the trends. They can be called our own Pigskin Picks dynasty right now," publisher Wayne Bowers said. "They have the same opportunity as everyone else. And they've taken their lumps, as the upsets continue to happen. But they are very consistent."

As the contest's grand prize winner Woody got a trip for two to Kansas City to take in a (what else) professional football game, have dinner, and a chance to go shopping in the big city. Dean, meanwhile, received a year's subscription to (what else) *The Football News* and a reservation for the Christmas dinner program at the Hesston Colonial House. Goshen College adds its congratulations.

Yoders Head Parents Council

Tom '59 and **Hazel Zehr Yoder '57**, Normal, Ill., are again chairing the Goshen College Parents Council this school year. The Council is a representative group of GC parents who serve in an advisory capacity to the college. Other alumni members of the Parents Council for 1981-82 include **Judy Beechy Dyck '70, Ruth Wismer Cender '56, Velma Swartzendruber Esch '47, Robert '50** and **Ruth Martin Harnish '50, Alton '50** and **Dorothy Mann Horst '48, Wendell '61** and **Betty Wenger Litwiller '58, Mervin '51** and **Arlene Eash Miller '54, Doris Amstutz North '55, Donald '51** and **Barbara Bender Reber '52, Melvin '58** and **Marilyn Helmuth Voran '52, Loren '54** and **Barbara Roth Weldy '55, Jerry '67** and **Ruth Ann Miller Wittrig '71**, and **Donald '59** and **Marceil Hartzler Yoder '58**.

Ezra Byler, assistant professor at Illinois State University, is a candidate for the D.B.A. degree from Kent State University. He and his wife **Sue Ann Miller Byler '59** live in Normal, Ill.

Angela Chang '58, Bellevue, Wash., has taught at the Bilingual Center of Sammamish High School and was recently a member of the district executive committee of the Alternate Eastside Group Health Cooperative.

Delilah Kaufman Gingerich '58, Millersburg, Ohio, is a Title I reading teacher at Winesburg, Ohio.

Helen Stoesz Peifer '57, Dallas, Texas, was named vice president of the National Association of Mutual Insurance Companies Ladies Auxiliary at their annual convention in October.

Dellis Schrock '56, Casselton, N.D., was recently appointed by the governor to the Teachers Professional Practices Commission. The TPPC is a nine-member board, including four teachers, that monitors all teacher certification in the state of North Dakota and tries all irregularities that may lead to the revoking of a teaching certificate.

1960

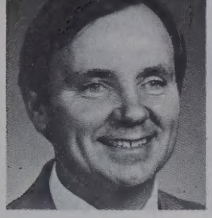
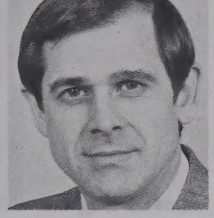
Birth

Jacob and **Mary Jane Mumaw Fast**, Guymon, Okla., Susan Joy, July 30.

Notes

Wayne and **Shirley Gerig Call**, Lebanon, Ore., live on an 85-acre farm. She is in her 13th year of teaching writing and introduction to literature classes at Linn-Benton Community College at Albany. She is also a local school board member.

Lena Dueck works in the personnel office of the Canadian headquarters of Wycliffe Bible Translators at Calgary, Alberta.

LaVern Zehr, left
Carl G. Schumann, right

Mary Jane Mumaw Fast, Guymon, Okla., was chosen homemaker of the year by Hardesty Homemakers and represented them in the county extension homemakers contest.

Christopher and **Lois Gross Leuz '61**, on furlough from Taiwan, spent three months in Grand Rapids, Mich., where Chris completed a hand surgery fellowship and Lois completed a master's in education from Michigan State University. Now they are living in Chicago, where Chris has a six-month hand surgery fellowship.

E. Wayne Nafziger, Manhattan, Kan., professor of economics and chairman of the social science committee of the graduate college at Kansas State University, is president of the American Association of University Professors.

Betty Lou Eby Robbins, Glanworth, Ontario, compiled and edited a family history tracing the descendants of her mother's maternal ancestor, Valentine Otterbein, who emigrated from Germany to Ontario in 1842.

1961

Notes

A. James Alderfer, Hatfield, Pa., was recently elected president of Grand View Hospital's medical staff. He is chief of obstetrics and gynecology at the hospital, and has a private practice in West Rockhill Township.

Kenneth Erb, Uniondale, N.Y., is associate professor of biology at Hofstra University, Hempstead, N.Y.

LaVern Zehr, Fisher, Ill., was recently named general manager of radio station WRTL-AM and FM.

1962

Death

Nicholas Iannarelli, husband of **Marilyn Luce Iannarelli**, LaGrange Park, Ill., Jan. 15.

Notes

James E. Horsch, Scottdale, Pa., children's curriculum editor at the Mennonite Publishing House for 13 years, began a new assignment as executive director of the Laurelville Mennonite Church Center in February.

Jeptha and **Joyce Metzler Hostetler**, Columbus, Ohio, have been leading alcohol/drug abuse workshops and retreats throughout Ohio.

Merle D. Hostetler, Carmel, Ind., received a master's degree in education from Indiana University and continues as a faculty member of the occupational therapy program at Indiana University School of Medicine.

James M. Kauffman, Charlottesville, Va., is associate dean of research for the School of Education at the University of Virginia.

1963

Births

Lowell and **Charlene Beechy Stoltzfus**, Goshen, Patrick Lee, born Feb. 18, 1973, and Kenneth Jeffrey, born Oct. 14, 1974, both received for adoption Dec. 18, and Nicholas Jon, Jan. 13.

Note

Jane Schaefer Walden, Ann Arbor, Mich., and three other RNs are providing 24-hour care for persons with terminal illnesses who have chosen to die in their homes. "This work is very intense but it's wonderful work. Dying people are beautiful, as are their families. My husband calls our work 'God's work.' "

1964

Marriage

Alan Hochstetler, Glen Rock, N.J., and Donna Kishpaugh, July 18.

Notes

Bruce and **Helen Liechty Glick '69**, Millersburg, Ohio, do multi-media assembly programs in elementary schools as well as for adult and family travel/nature programs.

Alan R. Hochstetler, Glen Rock, N.J., a research chemist since 1969 at Givaudan Corporation, Clifton, N.J., was recently promoted to head of the chemical development department.

Neil Lapp, Raleigh, N.C., is employed by Merck and Co. as a field development fellow working with agricultural chemicals.

Carl G. Schumann, Naperville, Ill., recently joined the investment firm of Blunt Ellis & Loewi Incorporated as a registered representative in the firm's Oak Brook office.

Phyllis Dintaman Stutzman, Goshen, recently joined the child and youth team as a therapist at Oaklawn Community Mental Health Center's Goshen office.

1965

Death

Robert Herrmann, husband of **Kathryn Studer Herrmann**, Roanoke, Ill., Nov. 13.

Notes

Berdene Boshart, Goshen, teaches fourth grade at West Goshen Elementary School.

Virgil and **Margaret Beachy Hershberger** live in Fairview, Mich., with their two sons. He is pastor at Fairview Mennonite Church and she works in a doctor's office.

1966

Notes

Sanford Kauffman, Elkhart, is director of the adult services division of Oaklawn Community Mental Health Center.

Burl Troyer, Goshen, is manager of CTB Credit Co.

1967

Birth

Daniel and **Jean Wallace Griffin**, Fraser, Mich., Sean Patrick, Dec. 3.

Kreider Debates Arms Race With Army Officer

In November **Alan Kreider '62** was invited to participate in the London Lectures in Contemporary Christianity, an influential series led by theologian John Stott. The lectures are held at All Souls Langham Place, London's best-attended Protestant church and the most important center of English evangelicalism. Kreider was asked to debate the arms race with Air Marshall Sir Neil Cameron, former chief of the Defense Staff (the British equivalent of the U.S. chairman of the Joint Chiefs of Staff).

In a follow-up report to the debate, Kreider indicated that the support and prayer received from friends and family were a significant part of his preparation for the debate. "(The debate) was an assignment which could help to start a movement for peace among English evangelicals, but only if I presented myself with competence and love," he wrote.

Sir Neal criticized pacifism as naive and advocated realism, especially because of the dangers to peace posed by the Soviet Union. Kreider argued that the policy of nuclear deterrence should be discarded because it is failing and is immoral from a Christian perspective. He also reflected on the example of Jesus, and explored the doctrine of the just war, through which many non-pacifist Christians also reject nuclear weapons.

"A few listeners were hostile to what I had to say, and some obviously find the whole subject confusing. But many were warmly supportive. It is clear that the consciences of English evangelicals are troubled by the implications of current policies, and as never before many of them are ready to think," Kreider reported.

Alan and **Eleanor Graber Kreider '57** have been Mennonite Board of Missions workers in England since 1974, where they head the London Mennonite Center.

Margaret Diener, center

Kevin Segner

Notes

LaVerta Yoder Eberly, a nurse practitioner, is employed in a family practice clinic in Kalona, Iowa.

Hans and **Ingrid Kaethler Epp** ended a year of studies at Associated Mennonite Biblical Seminaries in December. They returned to the Mennonite communities in the Chaco, Paraguay, where he works in the community mental health field and she is doing research for the archives.

Ruth Neffle Koch, Milwaukee, Wis., completed a master's degree in counseling and personnel services at Marquette University.

Lloyd L. Miller, Elkhart, began a half-time position as youth minister for Indiana-Michigan Mennonite Conference in January. He is continuing studies at Associated Mennonite Biblical Seminaries working toward a M.Div. degree.

Reid and **Susan Yoder Stempel** live near Philadelphia, Miss., where he is a dentist on the reservation for the Choctaw Indians in Neshoba County.

Dale Wentorf, Elkhart, Ind., has been appointed director of voluntary service by Mennonite Board of Missions.

1968

Marriage

Haile Agonafer, Ethiopia, and **Vera Schertz**, Mendenhall, Miss., Dec. 27.

Birth

Al Jon and **Marilyn Shoemaker Longfellow**, Denver, Colo., Alec Anwar, Oct. 17.

Notes

Margaret Diener, executive director of the National Association of Patients on Hemodialysis and Transplantation, Inc., (NAPHT), New York, N.Y., has been named a 1981 recipient of the distinguished service award of the National Kidney Foundation. She received the award for her role as an advocate for kidney patients and for her influence in strengthening the relationship between NAPHT and the National Kidney Foundation.

Joan Yoder Miller, Elkhart, Ind., continues as children's room librarian at the Elkhart Public Library.

1969

Births

Glen and **Kathryn Cender Martin**, Urbana, Ill., Ellen Marie, June 27.

Dallas '68 and **Barbara Mullet Rychener**, Albuquerque, N.M., Kristina Gayle, Sept. 15.

Notes

Walter Slabaugh, Miami, Fla., is manager of market development in Latin America for Diamond Shamrock Corporation.

Karen Hooley Smucker, Phoenix, Ariz., is a nursing in-service coordinator for a local hospital.

Landes Receives Award

Henry D. Landes '68 was recognized by the Pennsylvania Association of Community Mental Health/Mental Retardation Providers during their 10th anniversary meeting in Harrisburg. Currently administrator of Penn Foundation for Mental Health in Sellersville, he received the Commendatory Contribution Award in recognition of his work as the first chairman of the association's education and technical assistance committee. Landes is a former member of the Goshen College Board of Overseers, and lives with his wife **Jane Clemens '68** and their family in Sellersville.

1970

Births

Dwain '71 and **Jean Rufenacht Hartzler**, Goshen, Alisa Joy, Dec. 19.

Norman and **Vicki Gardner Lichti**, Evanston, Ill., Edith Marie, Jan. 5.

Stuart and **Charlene Wolf Newcomer**, Onward, Ind., Eric Matthew, Nov. 29.

Floyd and **Joyce Mishler Rheinheimer**, Goshen, Rebecca Katherine, Jan. 11.

Notes

Mahlon and **Dorothy Miller**, Morton, Ill., led the 8th annual couple's retreat at Camp Menno Haven near Tiskilwa, Ill., Feb. 26-28.

Kevin Segner, Elkhart, was recently named vice president of administration for Congoleum Corporation's Kinder Division. He will oversee Congoleum Cartage Corporation as well as the division's personnel, credit/receivable and planning departments.

1971

Births

Ralph '72 and **Brenda Janzen Lind**, Evanston, Ill., Amanda Jane, April 14.

Larry and **Eleanor Miller Miller '74**, St. Maurice, France, Alexandre Daniel, Dec. 10.

Dennis and **Mary Beth Stark Paulus**, Elkhart, Ind., Benjamin Adam, Dec. 15.

Notes

Jane Emery Atkins, Goshen, is a case worker with Big Brothers-Big Sisters.

Martha Smith Good, New Hamburg, Ontario, was installed as pastor of the Guelph Mennonite Church, an emerging fellowship, Nov. 29.

Douglas A. Smucker, Phoenix, Ariz., is systems programmer for a local utility company.

Marilyn R. Yoder, Elkhart, Ind., is a floral designer in the flower shop at Kroger's.

1972

Marriage

Rudolph Herdeck and **Rebecca Schrock Gautsche**, Chicago, Ill., Oct. 3.

Births

Donald and **Theresa McCarthy Gunden**, Goshen, Andrea Elise, Jan. 23.

Maurice and **Marla Heindel Hirschy**, North Lawrence, Ohio, Micah Jay, Nov. 24.

Thomas and **Janice Pilcher Perzanowski**, Syracuse, Ind., Mandy Nicole, July 14.

Note

Maurice Hirschy, North Lawrence, Ohio, was ordained to the Christian ministry at Pleasant View Mennonite Church Nov. 1, where he has been serving as licensed pastor for the past two years.

1973

Births

David and **Michelle Bullard Blough**, Goshen, Emilie Jean, Dec. 26.

Stephen and **Betsy Halteman Dintaman '74**, Perkasie, Pa., Anna Elizabeth, Dec. 17.

Paul and **Dawn Ruth Nelson '74**, Dublin, Ireland, Sarah Ruth, Jan. 5.

Samuel and **Marjorie Lamson Nussbaum**, Elk River, Minn., Benjamin Aaron, Dec. 8.

Chibuzor Vincent and **Chima Nwobi Ozor**, Ann Arbor, Mich., Chinemerem Ndubu-Ishi Ahanna, Oct. 27.

Ivan and **Cheryl Swartzentruber Zimmerman**, Ashland, Ohio, Nov. 24.

Notes

Margaret Derstine Conrad, Rigby, Idaho, teaches fifth and sixth graders in special ed in Idaho Falls.

Samuel Nussbaum, Elk River, Minn., is working on automatic test equipment at Honeywell Avionics Division.

1974

Marriage

Douglas Vendrely '75, Goshen, and **Jane Snyder**, Goshen, Dec. 19.

Births

Edward and **Mary Purves Liechty '75**, Indianapolis, Ind., Karl Edmund, May 27.

Daryl and **Karen Neuenschwander Martin**, Berne, Ind., Cherie Lynne, Oct. 1.

Jerry and **Karen Miller Oyer**, Wooster, Ohio, Christopher Allen, Oct. 22.

Richard and **Jane Wenger Clemens**, Telford, Pa., Matthew Richard, Sept. 11.

Raymond and **Beth Gehman Yoder '78**, Elkhart, Ind., Rachel Marie, Nov. 28.

Kampuchea Is Full Of Life

Fred '73 and Minh Nguyen Kauffman '74 are Mennonite Central Committee workers in Kampuchea (formerly Cambodia). They recently filed a series of reports to MCC about their impressions of the current situation in Kampuchea, a country struggling to regain its feet after the ouster of Pol Pot in 1979. Excerpts of the Kauffmans' third report:

" 'What could possibly be worse?' we often ask outselves after listening to our Kampuchean friends relive their experiences under Pol Pot's Khmer Rouge. Their stories are often similar, but their sense of personal loss and grief always makes a fresh impact on us.

". . . We wonder if anything could be worse than the powerlessness, forced labor, indiscriminate murder of family members; the hunger and grinding fear with no end in sight. It seems as though evil had been unleased to run its wild ruinous course.

". . . In spite of the worst that evil managed to do in Kampuchea, and in spite of continuing insecurity and a very unpredictable future, Kampuchea is full of life! There are colorful wedding parties, children playing carefree in the streets, hundreds of small businesses, bands playing rock music, an eagerness for learning and a willingness to shoulder responsibility.

"We marvel! From the deathly despair of the three years and nine months under Pol Pot, the Kampuchean people are emerging as a dynamic, though scarred, society. A resurrection of Kampuchea has been underway and what a vivid testimony it is to the awesome power of life!"

Elkhart Council President Is '76 Grad

Arvis Dawson '76 has been elected president of the Elkhart (Ind.) City Council. Dawson joined the Council in 1980, the first black elected to that body since 1958. As the representative of Elkhart's south side residents, he finds his political activity rewarding and is considering further involvement in the future.

Dawson teaches at the Secondary Alternative School in Elkhart, a program utilizing behavior modification and close personal attention for students expelled from normal classes. He also coaches several junior high school sports, and is active in various Elkhart Urban League projects.

Notes

Glenn Conrad is managing editor of *The Rigby* (Idaho) *Star*, a weekly newspaper.

Joyce Burkhalter Flueckiger, Madison, Wis., recently returned from spending 14 months in India under a Fulbright-Hayes research fellowship. She carried out research for her Ph.D. dissertation in South Asian studies from the University of Wisconsin. Her specialty within a concentration of language and literature is folklore and oral traditions.

Sandra K. Hess, Elkhart, Ind., is studying library science in a master's program at Indiana University in Bloomington, Ind.

Brenda Beechy Huneryager, Chicago Heights, Ill., received a master's degree and a reading specialist certificate from the National College of Education, Evanston, Ill.

Joan Kropf, Albany, Ore., is copy editor and writer for the *Albany Democrat-Herald* newspaper.

Edward Liechty, Indianapolis, Ind., completed his residency in pediatric medicine and is presently doing a two-year fellowship in neonatalogy.

Nancy Liechty Loewen, Silver Spring, Md., is working as a nurse-midwife for a health maintenance organization in Washington, D.C.

Linwood Miller, Mt. Pleasant, Iowa, has completed a residency and begun a practice in that location.

1975

Births

Trip and **Rosemary Kropf Allen**, Exeter, N.H., Rebecca Rose, Nov. 23.

Theodoor and **Elisabeth Fast Beels**, Zwolle, Netherlands, Christiaan Menno, Dec. 6.

Leonard and **Sharon Schrock Beechy '77**, Goshen, Mary Rebecca, Jan. 30.

John and **Shirley Claassen Dick**, South Bend, Ind., Alison Michelle, Aug. 24.

David and **Carol Holsopple Froese**, Cheraw, Colo., Catherine Elizabeth, Oct. 26.

Richard and **Nancy Bumbaugh Griffith**, Martinsburg, W.V., Allison Nichole, Sept. 17.

Alan and **Wendy Golden Landis '77**, Newton, Kan., Jason Alan, Dec. 2.

Thomas and **Disa Andersson Rutschman**, Barcelona, Spain, Daniel Andreas, Dec. 11.

Daniel and **Vera Smucker Shenk**, Cedar Falls, Iowa, Timothy Wayne, Nov. 14.

Fred and **Rita Mayberry Welker '77**, Goshen, David James, Feb. 2.

Sanford and **Barbara Zehr Yoder**, Morton, Ill., Aaron John, Nov. 30.

Notes

J. Michael Herr, Beckley, W.V., has become board certified in general practice.

Mary Purves Liechty, Indianapolis, Ind., works as a psychiatric nurse in the Methodist Hospital float pool and has been a regular volunteer participant at Christian Theological Seminary Repertory Theater.

Velma Loewen is enrolled in the graduate program in hospital and health administration at the University of Iowa, Iowa City.

1976

Marriages

John Nafziger, Goshen, and **Margo Westerbeek**, Goshen, Dec. 19.

James Ream and **Paula Neumann**, Delavan, Ill., June 9.

Brian Schmucker, Mishawaka, Ind., and **Dawn Kyle**, Goshen, Dec. 19.

Births

Ronald and **Jeanne Nofziger Sears**, Eureka, Ill., Emily Kathryn, Nov. 11.

James and **Elaine Kilmer Snyder**, Goshen, Joshua Ryan, Jan. 25.

Richard and **Connie Miller Yoder '77**, Normal, Ill., Rochelle Jeanette, Dec. 1.

Carl and **Barbara Hershberger Westerbeek**, Goshen, Christopher Carl, Dec. 28.

Paul and **Cynthia Kauffman Zehr**, Wichita, Kan., Joel Daniel Kauffman, Jan. 3.

Notes

Susan Ernsberger, Goshen, has been employed as a residential supervisor for retarded women at ADEC in Bristol, Ind., for the past 3½ years. Recently she began serving on the residential board for the Mennonite Disabilities Committee.

Bruce M. Kooker, Millersburg, Ohio, was recently appointed director of development at Central Christian High School, Kidron, Ohio.

Jacob G. Loewen, Silver Spring, Md., is studying at the University of Maryland towards an education degree in industrial arts.

Randy Metzler, Kansas City, Mo., a contractor, specializes in remodeling homes.

Paula Neumann Ream graduated from Christian Theological Seminary in Indianapolis, Ind., in May with a master's degree in communication.

1977

Marriages

Jon Beckwith and **Kathryn Richards**, Lombard, Ill., Sept. 26.

Larry Marcus and **Cynthia Smucker**, Goshen, Jan. 2.

Births

Rodney and **Jeanine Eigsti Clark**, Sterling, Ill., Christopher Jay, Oct. 15.

Eric and **Nancy Jean Sutter Leggett**, Elwood, Ill., Erin Jean, Dec. 8.

Note

Susan Ebersole of New York and **Robert Beeson** of Philadelphia have been appointed by the local student and young adult services committees in their cities to edit newsletters and serve

as general contact persons for scattered young Mennonites. Susan is a graduate student in studio arts at Hunter College. She attends Peace Mennonite Fellowship and Glad Tidings Mennonite Church, where her husband **John Bauman** '72 is pastor.

1978

Births

Roderick and **Marilyn Clymer Dorsch**, Calgary, Alberta, Nathan John, Oct. 23.

Terry and **Wendy Bender-Miller** (staff '77-'78), West Lafayette, Ohio, Teva Willow, Jan. 3.

Notes

Reba Smoker Beeson, Philadelphia, Pa., is a law student at Temple University.

Mary J. Dyck, Charlottesville, Va., was awarded funds for advanced study in nursing. She plans to complete a master's degree in nursing at the University of Virginia and become a clinical specialist with a concentration in rehabilitation and patient education.

Mary Liechty Graber, Indianapolis, Ind., will graduate from Indiana University Medical School in May.

Lynda Hollinger, Goshen, returned from three years with Mennonite Central Committee in Zaire in August. In Zaire she taught and traveled with a public health team through the equatorial rain forests. Now she is working at Greencroft Nursing Center.

1979

Marriage

David Smith, Wadsworth, Ohio, and **Marilyn Weaver**, Middlebury, Ind., Jan. 16.

Births

Mohamed and **Jeanne Augustson Agane** '80, Bolingbrook, Ill., Safia Maritza, Nov. 11.

George Jr. and **Janice Snyder Alexenko**, Lombard, Ill., Jessica Marie, Feb. 1.

Dennis and **Carol Bennett Chupp**, Goshen, Brian Jay, Nov. 17.

Richard and Linda Hostetler **Kulp**, Goshen, Benjamin Michael, Oct. 15.

Notes

Lorraine Graber teaches first grade at Johnstown (Pa.) Christian School.

Peter Graber, Indianapolis, Ind., graduated from Indiana University with a bachelor's degree in elementary education in December.

Eric E. Metzler, Lexington, Ky., is a third-year medical student at the University of Kentucky.

Ramon Nachtigall, Elkhart, Ind., was ordained to the Christian ministry at Roselawn Mennonite Church Nov. 1, to serve as superintendent of Faith Mission, Elkhart.

1980

Marriages

Alvin Nickel, Rosemary, Alberta, and **Fern Martin**, Duchess, Alberta, Aug. 8.

Bill Pearce and **R. Elaine Martin**, Elmira, Ontario, Oct. 17.

Births

Donald and Nina Bartlet **Lanctot**, Elkhart, Ind., Andrew, Feb. 9.

Ahmed and **Margaret Glick Nur**, Milwaukee, Wis., Loyan, Oct. 5.

Daryl and **Debbie Lampl Stoltzfus**, Mantua, Ohio, Jeanette Lynn, Sept. 12.

Notes

Tomas Albrecht, Dalton, Ohio, teaches health and physical education and coaches soccer and basketball at Central Christian High School. His wife **Dee Schrock** is cheerleading advisor at CCHS.

Laura Friesen, Washington, D.C., continues to work with the National Endowment for the Arts, which recently suffered a 50 percent budget cut. "We are still awarding grants, but our staff is dwindling and there may be changes down the Republican road."

Susan Kauffman is serving a two-year voluntary service term as a teacher at Lakeview Academy in Chicago, Ill.

Jayne Matthews, Goshen, is one of six staff nurses for the home health care divisin of the Elkhart County Health Department who provide part-time professional nursing care in patients' homes.

Ed Mendoza, Goshen, is a Spanish teacher at Concord High School.

S. Dean Schmucker, Hesston, Kan., is an accountant with a savings and loan department in Newton.

Doug Smucker, Sylvania, Ohio, is a second-year medical student at the Medical College of Ohio at Toledo.

Elsa Swift is studying at Princeton Theological Seminary, Trenton, N.J.

Faculty And Staff

Birth

Edwin and **Ruth Mishler Basinger** (staff '66-'67), Tulsa, Okla., Cara Renee, Jan. 6.

Prospective Student Names

One of the ways Goshen alumni can assist the college in its recruitment efforts is by suggesting names of prospective students. Please use the form below for that purpose; the students you name will receive information and materials describing the college. Mail the form to the Admissions Office, Goshen College, Goshen, IN 46526.

Name _____	Name _____
Address _____	Address _____
_____	_____
Phone _____	Phone _____
High School _____	High School _____
Year of Graduation _____	Year of Graduation _____
Congregation _____	Congregation _____
Parents _____	Parents _____

Your Name _____

Address _____

_____

(Do/Do not) use my name as a reference when contacting the above students.

Faculty

Motorized Oyer

Since breaking her ankle in a recent fall, Mary Oyer has attended classes via a physical plant golf cart. Here she and maintenance supervisor Curt Holsopple travel the campus in style.

Last Call For Middle East Tour

There is still time to register for the 1982 Goshen College Middle East Bible Seminar. Stanley Shenk, professor of Bible, will lead participants as they spend six days in Jordan and 14 in Israel. Dates for the seminar are April 24-May 17. For more information, contact Shenk at the college.

Congregational Resource Published

A one-year special project directed by Dan Kauffman, director of college relations, with assistance from John Rudy, vice president of financial services at Mennonite Mutual Aid/Mennonite Foundation, has produced *A Congregational Guidebook In Money And Economic Issues*. The book is described as "a kit of self-help ideas and resources to assist a congregation to talk about money."

"Money has always been an issue within the church," said Kauffman, "but it was usually only mentioned in a negative way. This book is an attempt to help congregations talk about money in a positive sense and to provide a Christian perspective on acquiring and managing money."

The book, now in its second printing, suggests processes and models for congregations to use as they develop their own beliefs about money and how it should be handled. Persons and congregations interested in acquiring a copy of the book should contact Mennonite Mutual Aid, 1110 N. Main St., Goshen, Ind. 46526.

Birthday Balloons

Kathryn Aschliman, director of the college kindergarten, was surprised to receive some original headgear on her birthday. The balloons were ordered by one of Aschliman's pupils. Shown admiring the present are Susan Nyce, Kathy Short, Nadine Bolduan and her daughter Jana.

SST Leaders Named

Faculty leaders for the 1982-83 Study-Service Trimester locations have been chosen. Leading student groups in Belize will be Zenebe and Barbara Abebe; in Costa Rica, Phil and Lorna Osborne from Hesston College; in China, S.L. and Lillian Yoder; in Haiti, William and Phyllis Miller; in Honduras, Larry and Rosemary Rupp; and in Germany, Doyle and LaDona Preheim.

Olive Wyse, left
Rosemary Wyse, right

Faculty Members Consider Role Models,

These essays were written in response to the question of Bulletin *assistant editor Beth Johnson: "What are some of your personal concerns having to do with women today?"*

More Choices, More Questions

By Olive Wyse '26
Professor Emerita Of Home Economics

My generation of faculty women worked to get equal pay for similar work done by men and women students and for a more equitable faculty pay scale. We did not ask for more leadership roles. However, when we pricked the consciences of administrators regarding fair treatment, we were appointed to chairmanships of committees, departments and divisions. I discovered by talking to women in other colleges that the status of women at Goshen College 30 years ago was better than at many other institutions.

The present generation of college women face different problems. Today we have the emergence of the women's movement on a national scale. Will some of the extremists in the movement cause a backlash? I believe in equal rights before the law, in the marketplace and in human relations; however, I am concerned that some issues are brought into equal rights discussions that do not belong there. It seems to me that abortion is not in the same category as equality of status between the sexes. For men and women to feel of equal worth, they do not have to have identical roles in all areas, but their gifts must be recognized and used irrespective of their sex.

Since there are greater opportunities today for college women to choose a wider variety of roles, they need to be sure of their priorities. What is of the greatest value in the long run? If they choose motherhood, they assume awesome responsibilities, not all of which can be relegated to fathers and others. Frequently the care and nurture of children has been downgraded on the premise that anyone can teach a child without special understanding of child development. This is an area that young women need to re-evaluate.

I also question whether changing words in the English language is an effective way to upgrade the status of women. It is easier to change "chairman" to "chairperson" in the catalog than to change fundamental attitudes. The put-down remarks and jokes, whether in terms of "broads," "cupcakes" or "little old ladies in tennis shoes" are more damaging to the female psyche than the use of terms which traditionally have included both sexes. My dictionary gives one meaning of *man*, equivalent to human or person. After all, it is part of *woman* and *human*. I fear that talk about changing nomenclature in Scripture and hymns will make many people less sympathetic to women's efforts to upgrade their status.

I am thankful Jesus came as a man by way of a woman. He taught his disciples to pray to "Our Father," a much more personal form of address than "O God." In a time when many young people feel society has reduced them to numbers rather than regarding them as part of a caring family or caring community, we should be cultivating concepts of God as a caring Father who gave us His Son, the model for all human relationships, whether father, mother, sister or brother.

"Never Seriously Handicapped"

By Rosemary Wyse '58
Assistant Professor of English

What I say here reflects my sojourn as an American, Mennonite, single Christian woman. This sojourn has been painful, and at times lonely and difficult, but primarily it has been joyful, rewarding, exciting and well worth all the risks involved.

Early on I learned that I was a cultural being who had adopted, consciously and unconsciously, a pattern of behavior and set of values. These were constantly being jostled, enhanced or contradicted by my Mennonite heritage. When I became a Christian, it became even more complicated, for I chose yet another framework from which to view the world. Then I discovered my women-ness and slowly began to pull all the aspects into perspective. The outcome for me is that I cannot look at myself as American, single, Mennonite and female without first recognizing that Christ is my life center.

My life thus far has been an uncharted course. No role models limited my horizons. Unwittingly, perhaps, I equipped myself according to the needs around me. My combination of skills in library science, language and teaching has been my passport to three hemispheres. Never have I felt seriously handicapped by my sex, my nationality, my religion or my singleness. I have been stretched, respected, challenged and listened to by both sexes, by nationals and internationals. Thus I would say to others: don't let the lack of role models limit your career selection or the use of your gifts. Assess needs and then imagine creative alternatives to meet those needs.

Although my sojourn has included introspection, it never centered on self-fulfillment. I found fulfillment in connectedness with others, in caring for and reaching out to the world around me while taking the inward journey. Thus one concern that I have is that we not be bound by society's definitions of self-fulfillment. It need not be a lonely search, but one which connects us with others and yields many treasures.

While living in cross-cultural situations as well as in domestic ones, I learned that in times of conflict, people often cannot distinguish between their own personal problems, the problems of others and the problems which lie outside of either person but which affect the situation. Knowing these levels of and responsibilities for problems is freeing and challenging. I am forced to look at each conflict to determine

Phyllis Imhoff Wulliman, left
Linda Richer, right

Options, Careers

what part of the problem is mine, what is yours and what is ours. Not all situations depend upon me. I give you the freedom to take care of yours.

My concern is that we learn to identify those problems which are personal and extricate them from the discussion of women's issues. Frequently we cast blame on singleness, American-ness, women-ness, Mennonite-ness, etc., when the real problem may be attitude, immaturity, inadequate preparation, inability to take risks or a lack of creative alternatives.

Career Brings Growth

By Phyllis Imhoff Wulliman '71
Acting Director of Student Finance

Over the last 14 years I've worked at a variety of jobs at home and away from home. At times the jobs related to my college degree — a B.A. in music education. Having been taught by music teachers the art of being creative, flexible and enthusiastic in meeting new situations, I sought to do just that in times when music teaching jobs were not available.

Upon becoming employed as a resident director at Goshen College I became aware of the many limitations (self-imposed and otherwise) on my life. The job at GC was a unique responsibility for me and it pushed me to examine whether the limitations I had perceived were real. Working with a team of colleagues, supervising a student staff and reporting to a supervisor who heard, supported and nudged me, I discovered a whole new facet within me which I wanted to pursue and develop. Later I was fortunate to have the support of a few friends, my husband, colleagues and some administrators as I plunged into a new area of administration: student financial aid. Moving into a male-dominated administration has certainly raised my awareness of female-ness and how I am affected by it, personally and professionally. I've learned that:

- there are men who can be slow to understand and continue to manipulate females;
- there are people successfully using alternatives to old stereotypes for men and women;
- it can be fun to bake, cook, sew, cross-stitch and work outside in the summer, because I've been taught to do those things well. And it's also fun to talk about politics, the economy and farming when I'm included in a group's conversation even though I may not be an expert;
- work is something more than earning money. It means making a contribution of myself that incorporates what I want to do with my life and my gifts.

Finding the support to deal with these issues has become more important to me in the last few years. Goshen College is a place where gifts can be discerned, where teachers and colleagues provide excellent role models and where personal and professional growth can be painful and slow yet very exciting. In spite of difficulties and the obstacles one finds in a male-dominated society, I want to continue pursuing a career in administration or business. My hope is that Goshen College can help me, along with many other women, train for and experience new options for life and work.

Needed: Women Faculty

By Linda Richer '76
Associate Librarian

Very slowly, academic institutions are hiring more women in teaching and administrative positions. All students, but especially women students, need to see women communicating fluently, listening actively and taking firm stands on issues. They need to see women working effectively with others on and off campus.

Women students must see and discuss the wide range of options open to them as they set goals for their own lifestyles. The role-modeling and mentoring that occurs between women students and women faculty members is important while students are assessing capabilities, setting goals, finding their own leadership styles and developing solid social skills. And throughout this massive personal agenda, they are observing others, both peers and faculty members, in the campus setting. Women students take special notice of the women faculty members, seeing them as possible and attainable models.

My own undergraduate background supports this. Of approximately 30 professors, only five were women; and of those 30, the two that became mentors were women. These women supported and encouraged me in special ways especially during my junior and senior years. During those years of fluctuating self-confidence, they actively helped me to assess my skills and capabilities. They remained in contact for the years immediately following undergraduate school during a time of career change and a reassessment of my skills.

As a campus of 59 percent women and 41 percent men, Goshen College must actively seek out women for faculty positions, even or perhaps especially during times of budget tightening. Many Goshen College women hold temporary one-year positions such as acting directors in the administration or have temporary teaching positions. Because the college is cutting faculty in response to shrinking enrollment, part-time women in non-tenured positions are also being threatened.

The majority of young women on the Goshen College faculty do not see a future for themselves at Goshen College. This seems particularly unfortunate when interest and high enrollment in courses in contemporary women's issues, women and literature and women in American history indicates a strong and growing interest in women's studies on campus. And this trend must be supported by the solid presence of women on the Goshen College faculty.

Family

Campus Ministries Is Challenge For Lapps

By Deb Hostetler

Talking with Jim and Nancy Lapp, who have nearly finished their first year as campus ministers at Goshen College, one gets a strong sense of spiritual journey — a journey covering many miles and some difficult terrain, but one which has been sprinkled with unexpected delights and blessed with an increasing sureness of direction.

In the immediate past, the Lapps came from Albany, Ore., where Jim pastored the Albany Mennonite Church for nine years. Nancy is a registered music therapist and had been teaching at Albany Yamaha Music School.

In some ways, their present assignments contrast markedly with their past responsibilities. Jim finds pastoring a congregation a much more clear-cut responsibility than being "director of campus ministries" for a college community of 1,200. "I continue to be amazed at the many indirect ways you impact students' lives in this rather complex campus setting," he said.

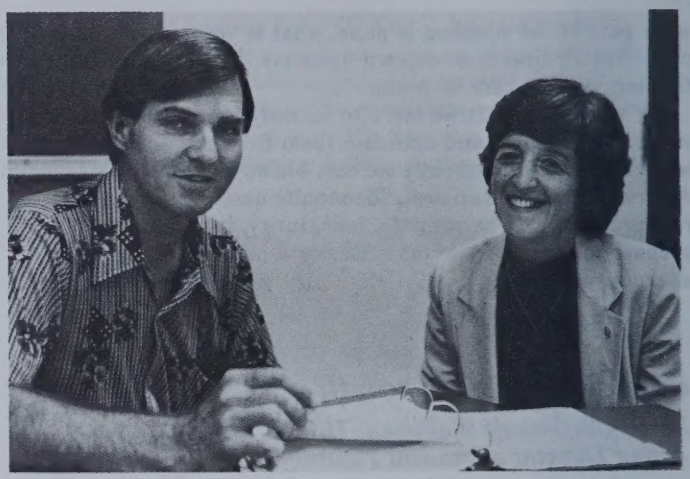
Defining the role of campus ministries in a college with a believer's church theology was one task the Lapps tackled this year. "We resist being labeled the only ones who carry the spiritual portfolio for the college," Jim said. "We are part of a larger community where commitment to religious nurture is something everyone shares."

To draw on the resources of a variety of people in the college community, campus ministries sponsored a three-day workshop in January to analyze how ministry has been done and brainstorm about the future. For the workshop, Jim prepared a history of Christian nurture which covered the 88 years since the college was founded. One idea which grew out of the workshop was to reinstate something resembling the Religious Life Committee which was formed in the early years of the college. The committee would include faculty and students as well as the campus ministers and would provide an "umbrella view" of the spiritual needs of the campus, Jim said.

Nancy is also taking on new roles. She has responsibility for organizing the Community Voluntary Service program, counseling, matching students with local churches and planning marriage enrichment and marriage preparation seminars. "It is new for me to be in a position of leadership, and now I have administrative leadership, occasional leadership in public worship and leadership in small groups," Nancy said.

She and Jim are learning to share leadership in new ways, in cooperative projects such as a marriage enrichment seminar. "It's helping us discover in another way what is unique about each of us, and I'm finding out what's right for me," she said.

She traces some of her new-found strength to a personal crisis that began four years ago. After complaining of blurred vision and pain in the neck and head, she discovered she had an aneurysm, a balloon in the artery at the base of her brain. The condition is often fatal. However, two operations, which used new micro-surgical techniques to bypass the damaged vessel, were completely successful.



Jim and Nancy Lapp

"The doctors were surprised that I hadn't had a stroke," she said. "I have heard of other people who have had the same operations and who have been partially paralyzed or otherwise impaired. I still don't know why I'm so OK, but I live with the feeling that I was kept here for some purpose. I wake up in the morning and think, 'Wow, I'm alive!'

"I also experienced a lot of emotional healing during that time, and I don't know if I would have been physically healed if I hadn't been emotionally healed first," she said. "Knowing that so many people cared" and reading books from the Catholic contemplative tradition which encouraged her to look inward helped bring about that healing.

While Nancy's spiritual pilgrimage has received direction from contemplative writers, Jim has learned from a variety of Protestant sources, including early and vital experience in the Mennonite Church. "My dad was on church committees and I was very aware of being part of the conference and the larger Mennonite Church when I was growing up," Jim said.

Through study at Drew Theological School in Madison, N.J., where he received a doctorate in ministry, Jim has come in close contact with broader theological views.

As a pastor, he also learned from renewal literature. "In the '60s, I read Keith Miller and other authors like him. In the '70s, I realized that you can keep reading books about renewal and still not be renewed. My view of the church and Christian nurture is changing somewhat in the '80s also. We used to ask how Christians can use the social sciences. Now I'm interested in asking how the church can learn from its own classics in pastoral care and can become a genuine healing community. I am most interested in what makes authentic community, what gives people integrity as children of God."

Black History Week

Goshen students look forward to concerts by the Ebony Voices which have become a tradition during the annual Black History Week, this year Feb. 8-12. From left to right, students Wesley Parker, Wanda Stutzman, Marvin Wright, William Wiggins and Azeb Bekele rehearse for their concert in Thursday's chapel. The group, which includes five other members, performed under director Yvonne Young. The week also included a convocation address by sophomore Debra Ray which highlighted significant Afro-American women, a skit "An Invisible Man on a Missing Page" written by Black Student Union president Jacqueline Buck and a discussion by black faculty members of black emancipation and its relationship to Christianity.

March

17 ..... "Under Irish Skies" Cutting Edge Coffee Hour
19 ..... Westwood Wind Quintet (Artists Series)
19-20 ..... Small Business Seminar
21 ..... GC Chorale Concert
26 ..... Jazz Band Concert
28 ..... Gallery Opening: Senior Art Show I
30 ..... Winnipeg Children's Choir Concert

April

2 ..... Chamber Choir and Chamber Orchestra April Fool's Concert
4 ..... Gallery Opening: Senior Art Show II
9 ..... International String Quartet Concert
11 ..... Gallery Opening: Senior Art Show III
18 ..... 84th Commencement

May

2 .. Gallery Opening: Watercolors by Susan Sensemann

Financial Aid Forms Due

An immediate deadline faces students who hope to receive financial aid next fall, but have not yet completed the Financial Aid Form (FAF).

Each state has set a priority deadline by which the College Scholarship Service must receive the FAF, explained Phyllis Wulliman, acting director of student finance. All federal and state aid is awarded on the basis of the FAF, which supplies information on family income and resources.

People who missed the March 1 deadline in Indiana and other states should still complete the FAF and send it in, Wulliman said. Priority deadlines are not absolute. However, students whose forms beat the deadline stand a much better chance of receiving the full amount they qualify for, while late students receive aid only if there is money left over.

Financial Aid Forms and information on applicable deadlines are available from high school guidance counselors and from Goshen College admissions counselors.

Music Week And Piano Workshop Set

Goshen College may never boast Alpine scenery, but for one week in June, the campus will be alive with the sound of music.

High School Music Week and the Workshop For Piano Teachers And Students are both scheduled for June 13-18.

Music Week includes daily rehearsals, entertainment and a major choral and orchestra concert at the end of the week, said Doyle Preheim, professor of music, who is organizing the week. Ensembles will practice and perform music in a variety of styles from chamber music to jazz.

Interested sophomores, juniors and seniors should contact Marilyn Graber in the Admissions Office.

Nelita True, celebrated pianist and respected instructor, will perform and conduct master classes during the Workshop For Piano Teachers And Students. True, who chairs the piano department at the University of Maryland, has appeared as a soloist with the Chicago Symphony, National Symphony and Baltimore Symphony as well as with leading European orchestras.

Students will attend daily theory and repertoire classes and will practice solo and ensemble literature to be performed in a final program. For additional inspiration, the week will be star-studded with evening recitals by Goshen College faculty and special guests.

For more information, write "Piano Week," Goshen College, Goshen, Ind. 46526.

"Waste Of People" Concerns Oyer

By Beth Johnson

A discussion of women at Goshen College or in the Mennonite Church would hardly be complete without including Mary K. Oyer.

Oyer is currently in her 37th year on the faculty of Goshen College. This year is distinguished from others for at least two reasons. It is her first back on campus after a two-year sabbatical in East Africa. And she is teaching from a wheelchair, after suffering a broken ankle in a fall on campus this winter.

"The crises in our lives often turn into something so enlightening," she said during an interview at her home, her foot propped up on the couch. "This time, breaking my ankle, was the first time I remember actually thinking at the time of the crisis, 'Well, this must be happening for some reason.' We see through a glass darkly at best, and these incidents provide us with glimpses of what it is to be alive."

The college catalog lists Oyer as a professor of music: "B.A., Goshen College, 1945; M.Mus, 1947, A.Mus.D., 1957, University of Michigan; additional graduate study, University of Edinburgh, 1963-64. GC, 1945—."

But Oyer's influence on the thousands of Goshen College students who have passed through her classroom or become acquainted with her over the last 37 years cannot be suggested by a catalog entry. It can only be measured by examining the lives of her students who say as if it were a point of dogma, "You haven't gone to Goshen until you've taken a course from Mary Oyer."

Female students in particular have benefited from their exposure to Oyer, whom many have viewed as an outstanding example of what a woman — a person — can be, personally and professionally. They've listened to her and been listened to, argued with her and been befriended by her, lost sleep over her tests and found themselves whistling snatches of Vivaldi's "The Four Seasons" years after studying it for her legendary fine arts class. The fact that a woman provided them with so much inspiration, challenge and the joy of discovery surely bolstered not only their opinion of Oyer, but of the potential of all women.

The majority of students know Oyer as a gifted artist and teacher who is composed, organized and dynamic.

And she is all those things. But there is another side to Oyer's career, not often glimpsed by students, which has been marked by conflict and disappointment.

She hesitates to talk of these events in terms of "being a woman." She makes it clear that she thinks of herself as a person above all. However, in discussing some of the more difficult episodes of her career, Oyer acknowledges she "has gradually became aware of 'women's problems.' "

This awareness resulted from incidents such as seeing women's contributions taken for granted by the church and college; not being consulted on decisions that affected her teaching and her students; being denied positions of leadership that seemed rightfully hers; seeing her professional opinion considered less seriously than that of others; and having co-workers hint that she was "wrong" to care so passionately about her teaching and her classes.

Which of these problems resulted from her being a woman and which stemmed from other causes, Oyer cannot say with certainty. "It's hard to tell sometimes. But there are so few women teachers around here, nearly every decision is a 'male' one." But, she added, in several cases when she was extremely upset about a problem at the college, "For whatever reason, there have been only a few men I could count on to understand how I felt."

Some problems, certainly, she knew were related to her sex. "Some men have let me know that, if I were married, I wouldn't need to care so much about my work," she said. "I've put up with a fair amount of that kind of nonsense."

The biggest stumbling block Oyer finds to establishing healthy, egalitarian relations between co-workers at Goshen College or anywhere else is the fear that men, in particular, seem to feel about discussing painful subjects.

"Looking back, I can still get awfully mad about some things," she said, "but I can't be mad at 'men,' when there are some around who are so understanding, or at least who try so hard." Others, she said, may not deliberately discriminate against women — rather, "They look at the hierarchy of power, see that women aren't there, so they just don't think about them."

"But some others often don't notice when someone is hurting or, if they do, they haven't a clue how to cope with it. So they ignore it, which of course makes it worse. And that is so damaging. It's a stupid waste of people."

Oyer believes that, if any institution is going to make intelligent, sensitive use of people and their gifts, there must be institutional willingness to bring painful topics out in the open. But that, she says, is easier proposed than done.

"People are so scared to talk about uncomfortable things. They're terrified you're going to get upset. Of course, there are a few people around here that can, and do, try hard to open things up. And I think there are a few more all the time. On the whole, I'm encouraged by the direction things are taking."

What is needed to improve the situation, said Oyer, "isn't an organized faculty retreat where we 'get at our problems.' " It is, instead, a conscious effort to deal with all people, women and men, with consideration and respect for their gifts and contributions, "and a real attempt to recognize and deal with what makes people hurt."

Campus Drama Brightens Winter

Two evenings of one-act plays were presented Feb. 3 and 4 by the Goshen College Players. *The Stronger*, by Strindberg, featured faculty member Deb Hostetler and student Michele Schrock. In *A Pair of Lunatics*, by Walkes, characters played by students Charlotte Yoder and Kent Leichty (above) meet at an insane asylum. Both pretend to be mad in order to humor the other "inmate."

Costa Rican Presents Memorial Lecture

Quince Duncan, a celebrated novelist, poet and social critic from Limon Province, Costa Rica, presented the 10th annual S.A. Yoder Memorial Lecture Jan. 27. Duncan spoke of the racist imagery that has been absorbed and perpetuated by literature and of the writer's responsibility to help build a non-racist society.

Duncan spent the remainder of the week on campus, speaking to classes and other groups. He addressed the faculty during their weekly discussion meeting on his short story, "The Legend of Joe Gordon," based on a Limonese legend of a black banana worker who avenged himself upon his brutal white employers.

Commencement Speaker Announced

Bishop James Armstrong, leader of the United Methodist Church in Indiana, will be the speaker at the 84th Goshen College Commencement, to be held April 18.

Armstrong, recently elected president of the National Council of Churches of Christ, is active in religious and public affairs on the national and global levels. His election to this important position of leadership among American churches reflected his emphasis upon the spiritual life and church renewal. He pastored churches in Florida and Indiana before becoming bishop of the Dakota Area in 1968. He served as mediator during the 71-day siege of Wounded Knee, S.D., in 1973 and has participated in preaching and study missions in Latin America and the Far East. He is the author of numerous books on preaching, missions and evangelism; most recently *From the Underside, Evangelism from the Perspective of Third World Reality* (Orbis, 1981).

Armstrong's father, the Rev. Arthur J. Armstrong, was a '32 alumnus of Goshen College.

Jenkins Presents Music Workshop

"Adventures in rhythm" was the theme of the 1982 Mary K. Hartley Memorial Workshop in Music Education held Jan. 23. Composer and recording artist Ella Jenkins led the day-long workshop, intended to help children and child educators discover the joy of music. About 250 enthusiastic participants attended Jenkins' evening concert, which stressed audience participation in the songs, chants and rhythms.

Reading Room Serves Women

Alumni women are invited to use and support the newly-established Goshen College Student Women's Association Reading Room.

The room, which has been set aside by the sociology department, will house the books and other reference materials being collected by the GCSWA. It will also be used as an informal headquarters for the women's group.

"The reading room will let us devote space to the particular issues that concern women," said GCSWA steering committee member Melody Yoder. "We hope alumni women will use it and actively support it, by donating library holdings or making contributions for the purchase of books, films and videotapes."

ERTA 1981 — what will it mean for you?

ERTA stands for the Economic Recovery Tax Act of 1981. This new federal legislation, which took effect Jan. 1, 1982, brought about dramatic changes in estate and gift tax laws. Now is a good time to review your estate plan, whether you are writing a new will or reviewing your present one. The booklet, *Making Your Will — What You Should Know Before You See Your Lawyer*, will be useful as you make important financial decisions. Write for your free copy today.

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Sum And Substance

"Whirl Is King . . ."

By J. Lawrence Burkholder

For some people the "women's issue" is a simple matter of justice — equal pay for equal work.

For others the issue goes much deeper. For them it is a question of the dignity of women as human beings. Historically women have been considered inferior beings, and they have been treated accordingly. They were placed on a lower plane in Greek antiquity by Aristotle and Plato. St. Thomas Aquinas wrestled with the question of how God could have created women before the fall. That the Bible reflects the prejudices of humanity cannot be denied. But the Apostle Paul's assertion that there is "neither male nor female; for you are one in Christ" should settle the issue so far as Christians are concerned.

I would, however, take this occasion to reflect on a fundamental question of which the women's issue is illustrative. I refer to the origin and grounds of morality. When people speak about a "woman's place" they are usually speaking about a place thought to have been established by the sacral order. How else can one explain the passion of the opposition to equal rights for women?

The woman's issue is threatening to many people because it is just one more indication that the moral battens are being torn loose, particularly when women's liberation is placed, however inappropriately, in continuity with the sexual revolution, common law marriage, homosexuality, abortion and a general climate of permissiveness. Somehow we had thought that morality was fixed by external authorities and now we are being told, by implication at least, that it has not been fixed forever or it was fixed wrongly.

But the problem of moral anarchy is not new. It was seen by the Greek comic dramatist Aristophanes, who in the face of the desacralization of the pantheon made the classic statement, "Whirl is king, having driven out Zeus." Somehow the world has survived the "whirl" and the confusion of the fourth century B.C.

Nevertheless we are experiencing today what Walter Lippman referred to as the "Dissolution of the Ancestral Order." As early as 1929 that wise columnist and philosopher saw that human beings were taking morality into their own hands. External authority, once lodged in deity, reflected in nature, defined by laws, perpetuated by tradition, celebrated by ceremony and sealed by religion is now increasingly seen to be what Nietzsche said it was, "human, all too human."

The issue about which Lippman wrote was birth control. Not many get excited about that today. But the principle holds; we have "driven out Zeus." Increasingly we have had the audacity to say to the ancestors, "we don't want your way of ordering things." That seems to me to be the underlying issue of morality today.

In such a situation as this there are a number of possible responses. One is to deny the problem. But not many parents can deny that they, not to speak of their children, are caught up in the whirl. Nor can we return blindly to the sacral orders of previous days. Many of them reflect too manifestly the prejudices of humanity to qualify as sacral laws. Every abomination on earth, it would seem, has been defended by reference either to deity or natural law. What we must do is examine our traditions, one by one, on the basis of the best Scriptural interpretation as we follow the leading of the mind and the spirit.

With respect to the place of women we must be freed of sacral notions, most of which are simply prejudices given religious authority. Women must simply be what they are and do what they can do for the benefit of us all.

Mennonite Historical Library
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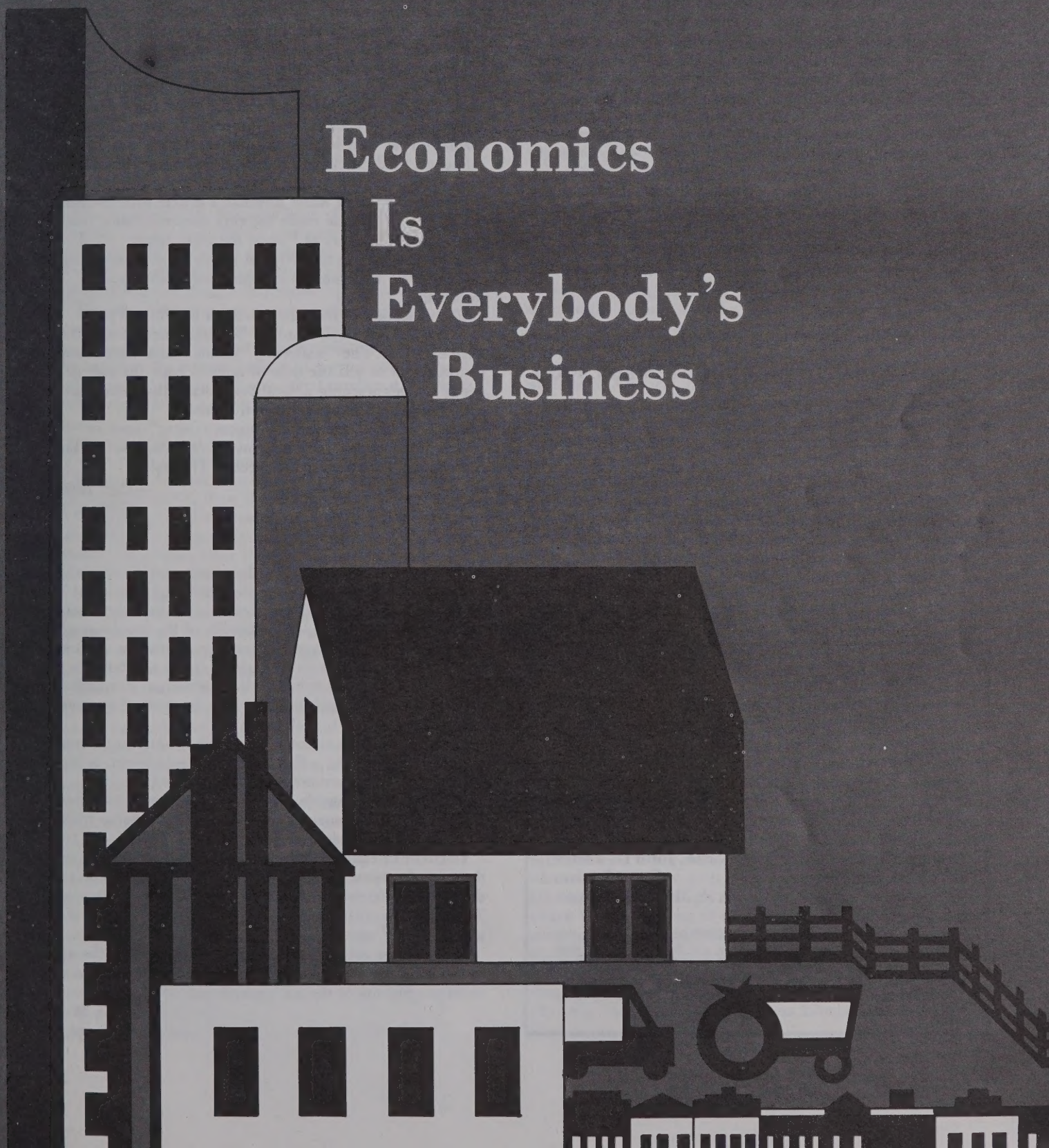
GOSHEN

College Bulletin

May 1982



Economics Is Everybody's Business

At Issue

Issues In Business And Economics

A recent cartoon shows a mother and father watching their son type a manuscript in his room. One parent says to the other: "Good news! It's not a novel. It's economic theory."

That attitude is common today — a hope that a great physician somewhere will diagnose the ills of the land and prescribe a tonic to bring the nation back to economic health.

While the debate continues on what action will get the economy out of intensive care people across the country are coping with the day-to-day strain of the recession in small but significant ways. This issue of the *Bulletin* tells the stories of a handful of those business men and women. It also offers a glimpse of the business and economics education that prepares current students for life on Main Street. In planning these articles we have attempted to highlight some of the personal, ethical and social issues of our complex economy.

—JDY

Letters

Perspectives On Mennonite Sisterhood

I want to take this opportunity to express my support and appreciation for Anna Bowman's statements on "Women and the Mennonite Patriarchy" in the March issue of *Goshen College Bulletin.*

Not only was the article well-written, the thought of having a "system" where any expression of a woman's gift was welcomed and perceived as needed, is appealing to me. And the thought, in my mind, needs to be heard, so that I as a woman have the freedom to exercise my gift for the mutual growth and "good of all."

—Lana Miller Swartz
Hazel Crest, Ill.

Congratulations on putting together a very interesting issue of the alumni *Bulletin.*

Ruth Krall's article laid a firm groundwork, explaining the history of the women's movement. Ruth provided ample evidence that women not only usually get the back seat, in many cases they're not even allowed on the bus!

Miriam Sieber Lind did some fascinating homework on the lives of her classmates. I appreciated that she sharpened no axes, just my wits. She spoke well for those women who were more concerned about serving others than themselves. She seemed to say that women have indeed had power and influence, made decisions and been seen as worthwhile contributors to society.

I finished reading Anna Bowman's article with clenched teeth. Yes, her article made me very uncomfortable, but it falls into the category of "when the truth hurts. . . ." I only wish she could have had a bit of mercy in acknowledging that some men do treat women as equal, acceptable and worthwhile.

The collection of four short articles by Olive Wyse, Rosemary Wyse, Phyllis Imhoff Wulliman and Linda Richer were excellent. The "underdog" theme was sounded and justified, but so was the note of hope. I hope the college heeds Linda's warning note about scaring the future out from under her and other non-tenured women.

I have heard the term "awareness raising" used in connection with the women's movement. This issue of the *Bulletin* did that, with great success. Thanks!

—Curt Holsopple
Goshen, Ind.

Although I am no longer a Mennonite and do not subscribe to many of the tenets of Mennonite theology I feel that Mennonites do have some applications of theology which are worthy of retention. I speak primarily of the family as a unit.

I have lived in Chicago since my graduation in 1953 and can see daily occurrences which are largely attributable to broken or one-parent homes. I see the current demands for women's rights as contributing to the impetus of one-parent homes.

Perhaps my main concern in regard to obtaining equal rights for women, via a Constitutional amendment, is the involvement of government into the private lives of individuals. Is it possible that persons the world over have not learned that governmental actions meant to enforce freedom only take away freedom?

I believe in equal rights for all people along with equal duties and responsibilities but I also believe that nature has dictated a difference between the male and the female animal. To ignore this difference is simply to ignore the facts of life and biological and physiological realities.

My thoughts are not intended to take issue with the articles in the *Bulletin* but rather to express my reaction to the very vocal proponents of the ERA movement.

—John M. Yoder
Chicago, Ill.

GOSHEN
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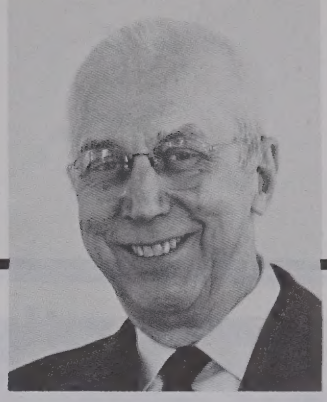


The Meaning Of Productivity

By Carl Kreider

Production is the creation of utility. In economic terms utility is any good or service which has the capacity to satisfy a human want. Production may be the result of the efforts of a single individual or of a vast manufacturing or mercantile corporation. In either case it stems from an effective combination of productive agents: land, labor, capital and entrepreneurship.

The American economy has long been the most productive in the world. Our land was fertile and richly endowed with minerals, water resources and a temperate climate. Our laborers were ambitious, strong, skilled and well-educated by a school system which sought to provide equal opportunities for all. The productivity of our economy enabled us to purchase the most modern factories, the most efficient machinery and a road, rail and communications network that brought together the remote corners of a great continent. Our entrepreneurs (risk takers and managers) combined creativity, financial daring and an appropriate measure of sober good judgment.

But it is not clear that the United States still has the world's most productive economy. Switzerland, Denmark, West Germany and Sweden now have larger per capita gross national products (GNP) than the United States. Japan is rapidly catching up and at present rates of growth will soon surpass us. Since a comparison of GNPs between countries is statistically tricky, some have argued that our real standard of living is still the highest in the world. Nevertheless, the *growth* of productivity, which had for so long been one of the hallmarks of the American economy, has clearly not kept pace with that of other advanced industrial economies.

According to the Federal Reserve Bank of St. Louis *Review* (January 1982), American productivity (output per hour in the private business sector) had an almost constant rate of growth from 1948 to 1972. During the past 10 years, however, American productivity had barely grown at all. Why?

One is tempted to seek a simplistic answer. But any explanation which attributes the problem to a single cause is not likely to be adequate.

Certainly one important factor in our declining productivity is the high percentage of national resources we devote to developing military hardware. Other industrial countries like Germany and Japan, in contrast, spend far less of their GNP for their military establishments. Instead their scientists and engineers devote their ingenuity to designing civilian products of good quality and manufacturing the machinery to produce them cheaply. If we persist in assigning our highest priorities to research and development for the production of military hardware, we will have the world's most sophisticated instruments of destruction, but continue to fall behind other nations in economic growth.

Perhaps the American passion for bigness is partly responsible for declining productivity. Professor Wickham Skinner of Harvard Business School feels that it is "time . . . to question much of the ancient wisdom about big plants. It has traditionally been argued that big plants spread overhead and take advantage of economies of scale, thereby boosting productivity. But . . . American plants may be too big; they attempt to make too many products, based on too many technologies, to meet the needs of too many markets." I would add that the counterpart of this has been the development of big labor. Big labor unions have sometimes pursued the short-term goals of higher wages and broader fringe benefits at the expense of long-term goals like more efficient machinery. Big business has acceded to their requests, thinking that they could pass on the higher labor costs to the consumer in the form of higher prices. In the process they failed to make the investments necessary to modernize their plants.

Another factor working against productivity has been the attitude of American business toward long range industrial planning. Professor Skinner points out that "Investments in new equipment and processes usually take a good three to five years to perfect, but in too many U.S. companies, capital budget system demand an earlier paycheck — with the result that essential new technology is turned down."

American business, however, is not solely responsible for the decline in productivity. Government policies have had their impact as well. The American tax system, for example, is based heavily on the income tax, a tax that encourages consumption rather than saving. By contrast, most other advanced industrial countries have been placing more reliance on the value added tax, a tax designed to discourage consumption. As a result of discouraging consumption and encouraging saving, these countries have lower inflation rates and more savings available for investing in capital equipment and research.

Some government actions have decreased productivity, while increasing the quality of life we enjoy. Our automobiles cost more because we have to pay for seat belts and emission control devices as well as speed, power and flashy chrome. It costs money to keep Lake Erie from being a dead lake. It is cheaper to dump toxic wastes in Love Canal than to dispose of them in such a way that they can't do damage to people or animals. The output of capital expenditures which provide us with clean air is not measured in GNP. Replacing topsoil where land has been strip mined provides us with lush hillsides rather than ugly slag piles. Can you measure this added beauty in terms of GNP? Safety devices to protect coal miners do not in the short run produce more coal. But how much is it worth to have the children in a mining community grow up supported by the work and love of a father, rather than haunted by the traumatic memory of a father who one day went down into a mine and was killed while

(Continued on p. 15, col. 2)

The Family Business Faces Hard Times

By Beth Johnson

John Rich opened the doors of Archbold Sales and Service in 1926. There was a certain simplicity about doing business in those days. Rich kept two Ford automobiles in his small showroom. When someone bought one of the new cars, Rich would go to Detroit, buy another car and drive it home to Ohio.

John Rich's family, along with sales manager *Dale Weldy '53*, owns Archbold Sales and Service today. His sons, Clarence and Lester, serve as the company's business manager and chairman of the board respectively. Grandson *Phil '69* sits in the president's office, overlooking a lot that contains more than 150 new and used Fords.

Business is a lot less simple than it was in John Rich's day. It is less simple because it is bigger: the company now employs 38 salespeople, managers, and office and automotive workers. It is less simple because the product itself has changed so much: it is no longer sufficient to keep two models in stock. And it is less simple because American auto dealers are coping with the leanest times their industry has ever faced.

Each of these factors has created its complications for the owners of Archbold Sales and Service. Their situation is a scenario familiar to thousands of small, family-owned businesses trying to cope with hard times. The owners of those businesses work in a variety of fields, but probably no one group has felt the effects of soaring interest rates and recession more strongly than the American auto dealer.

The staff of 38 employees was built up at Archbold Sales and Service during profitable years, during which the company sold an average of 1,175 cars annually. But 1978 was the last good sales year for the Rich family business. By 1981, sales had slipped to 753 cars.

To cope with these conditions company owners have reduced their new car inventory and cut other expenses wherever possible. But there have been no employee layoffs, a fact which pleases Phil Rich. Many employees of Archbold Sales and Service have been with the company for years, and Phil believes that the people of Archbold (population 3,500) appreciate doing business with people they know. "We're trying hard to keep the organization intact," said Phil, "in fact, we're building on to it so we'll be ready to meet the demands as conditions improve."

Phil and his co-owners are helpless to control two major factors affecting their business — the state of the economy and the performance of Ford Motor Co.

"There have been other bad times, of course," said Phil, commenting on the four-year streak of declining sales experienced by his company. "Dad and my uncle remember selling cars during the Depression. But conditions were different then. Their overhead expenses were so low, the two can hardly be compared. There's never been anything like this."

Archbold Sales and Service President Phil Rich hasn't always been smiling during the recent lean years at the dealership. But he is confident that better times are ahead for his family business.

Locally, many Archbold residents have been kept working by the town's two largest employers, La Choy Food Products and Sauder Woodworking Co. But an ailing farm economy has hurt many others in this rural Ohio town. And even those who have kept their jobs are not apt to commit themselves to the purchase of a new car, or anything else, until times are better.

"People look at a car as a much bigger investment than they used to," said Phil. "They're concerned with getting the best value for their dollar to an extent no one dreamed of a few years ago. At one point, people were so excited about mileage they didn't even care what the car looked like. That's not the case today. They expect good mileage *and* a nice-looking car — they don't want to drive a box."

The burden of producing those good-looking, fuel efficient cars rests upon Ford Motor Co., the company that holds the fate of Archbold Sales and Service in its corporate hands.

"I have no control over Ford," said Phil. "That's one of the occupational hazards. If they don't make products that are in line, we're in trouble. But I'm confident that some of the products they're making now, and more that are coming out, will make Ford very competitive."

Phil did not foresee a future at the car dealership during his high school and college years. The interest that he and his wife, *Gwen Brenneman Rich '67*, had in serving the church led them to accept two Mennonite Central Committee assignments in Africa. At the end of their second three-year term in Zaire, the Rich family decided to return to Archbold for one year before Phil entered a doctoral program.

During that year Phil began to feel more comfortable working within his family business, and eventually made the commitment to stay with it for a number of years. Despite the hard times the company has faced recently, he has not regretted his decision. The Archbold company has provided the opportunity for him to combine sales with another type of "service."

"I began to see that it wasn't a matter of making a choice between a career or working for the church," he said. With the support of his father and uncle, now his co-workers, he became deeply involved in church work in Archbold and beyond, serving as Sunday school and Bible teacher, occasional preacher and member of the MCC board. If Archbold Sales and Service were not family-owned, Phil believes it would be harder for him to successfully consolidate his career with these other important aspects of his life.

A family-owned company is not without its problems, as well as advantages, Phil admitted. The casual decision-making that occurs in a small family business can create friction as that company expands.

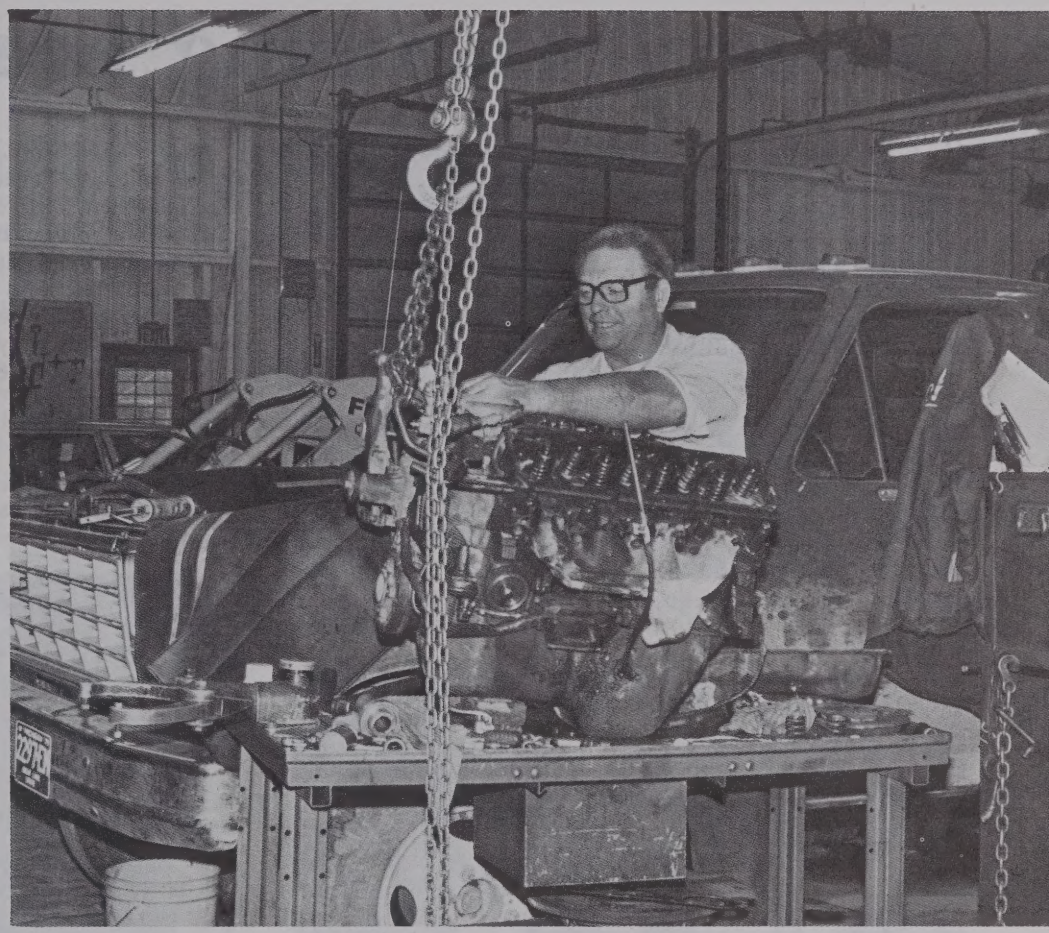
"Things like formal organization and flow charts aren't very meaningful around here," Phil said. "When dad and my uncle sit down to talk, that's a board meeting. We're trying to move away from that and involve more people in making the decisions that will affect their departments.

"We need to more clearly separate ownership from management. It's a natural tendency, if you own half the company, to want to tell people what to do."

Phil is confident that better times are ahead for Archbold Sales and Service, although he admits there is little that dealers like him can do to affect the overall situation.

"Basically, the economy has just got to improve. If interest rates would come down a point or two and if farmers were doing a little better, it'd mean a definite improvement for us.

"I think in a year or so, business will be back," he said. "I don't know if it will ever be as firmly entrenched as it seemed to be when I was a kid, but it'll come back."



People in Archbold like doing business with people they know. Truck mechanic Walt Garbers has been with the Ford dealership for about 25 years.

Jim Gautsche, a parts department employee, is one of the 38 people kept working by Archbold Sales and Service.

There are certain things you plan on being, and then there are the things you dream about.

Women Assuming Leadership Ro

By Julia Spicher

America's businesses have always depended on women. Traditionally, they were the clerks and secretaries who supported the male managers. Now, women manage the stores where they used to be clerks. They have exchanged typewriters for executive suites and clerks' smocks for business suits. The shift has been slow and often difficult, but women are emerging as a powerful force in the business world of the '80s.

Janet Yoder '57 came to Goshen to study commerce, the forerunner of today's business major. "When I went to school, everyone assumed if you were a woman, you were either in education or nursing," she recalled. "There were very few females in my classes, and most of them were interested in teaching business ed. Once I even canceled out on a class because I was the only woman." She laughed. "It sounds strange now, but I couldn't believe the sexist attitudes people had at that time."

Janet Yoder (right) checks employee work schedules with Nancy Mast at Yoder's Department Store, Shipshewana.

Now Yoder managers Yoder's Department Store of Shipshewana, Ind. The store specializes in fabrics and clothing, and is well known for its wide selection of sewing goods. "I grew up with the family business," she said, "and I liked working at it enough to return."

After working in the business world for over 30 years, Yoder said she "has no difficulty with prejudice or discrimination." However, she is concerned about the relationship between business and the church. "There is a need to bridge the gap between church and business," she asserted. "I feel faith is an important part of my life and it is reflected in my business attitudes. Just like anyone else, I have the responsibility to use my gifts, if not in direct service, at least in setting an example of stewardship and simple living."

As for the future of women in business, Yoder is hopeful. "It's challenging and enjoyable, and women today have an easier time than when I graduated. It's much more acceptable. I would have thought we would have conquered sexist attitudes by now, but I guess it takes time."

Jan Zehr dreamed of being a florist while in college.

Jan Jordan Zehr '68 owns and manages a large flower shop in downtown Elkhart, but her route to the business world was not as predictable as Yoder's.

"There are certain things you plan on being, and then there are the things you dream about," Zehr explained. "In college I planned to be a secretary, but I dreamed about being a florist."

After college Zehr began a series of jobs that eventually led her to establish her own shop. "Every job I ever had prepared me for now," she reflected. "My work as a telephone operator helps me when I wire flower orders. Waitressing showed me what I didn't want to do for the rest of my life. Bookkeeping in a bank and real estate firm taught me about money and leases." Yet, Zehr was interested in

les In Business

plants, and she "felt a need for flowers for personal use without the expense of professional floral designers." So, she visited a lawn and garden center, hoping to buy a flower cart. The manager told her that her scheme to sell fresh flowers in malls would never work, but he offered her a job. After a year and a half of bookkeeping at the lawn and garden center, Zehr couldn't forget her idea. Finally, she borrowed some money from her child's babysitter and had a cart built.

"I started small — you have to. People are afraid to go into business because it is expensive, but you have to start with what you have. The money I borrowed was less than what I would have spent on a new car, and I figured even if I failed, I would only be making car-sized payments for a while."

However, Zehr's fears of failure were soon forgotten. "It just took off! My first order of flowers sold out the first day," she recalled. "They were inexpensive — a bunch of daisies for $2, roses for 75 cents, and people didn't quit buying them."

After a year of success with the flower cart, Zehr "wanted something more than just pushing flowers." So, she opened a shop in the mall. A couple of years later, she added a second shop in the center gazebo of another mall. After she settled in the downtown location, she sold the other two businesses and concentrated on Jan's, a spacious plant and flower shop that also offers helium balloons and arrangements in addition to the bunch of daisies that are still $2.

Although Zehr has no formal training in floral design, she employs a full-time designer and does some of the work herself. "I learned to make a corsage by buying one from the best florist in town and taking it apart." Another time Zehr wanted to compare her floral designer's work to the competition, so she ordered arrangements from all the local shops. "Frankly, ours didn't stand the test," she admitted, "but since then I have a new designer, and I'm convinced we could match any of them."

How does Zehr feel as a woman in business? "Well, I don't think about it much. When you're in business for yourself, you're just working hard, that's all," she replied. "No one can leave college expecting a top job; too often failure to get the job is translated into discrimination. If you want to get into a business, get a secretarial job there. You'll know everything about the place. You'll be able to watch the decisions being made, and if you learn and work at it, you'll probably be making the decisions soon.

"I'm not saying there's not a need to push for rights, but it can be done in practical ways. For example, half of the women who call our shop place the order in their husbands' names. We suggest that they keep the account themselves — they do the ordering; why shouldn't they use their own identities? After all," she concluded, "ninety percent of our orders come from females. The florist industry appeals to women, and it is dominated by them."

Dallis Miller, a CPA, encourages women to seek careers in business.

In contrast to Zehr, *Dallis Nisley Miller '78*, works in a male-dominated field as a certified public accountant with a firm in Goshen. "I never realized there were so few businesswomen in this area," she said. "I was always interested in business; my father was a businessman, and I worked part-time in an accounting office in high school."

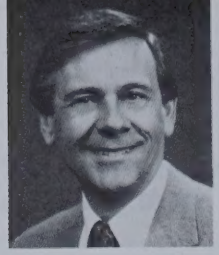
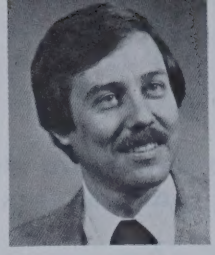
When she got to college, Miller found herself in a minority in many of her classes. "There was no real problem with it," she said. "Except that I couldn't get together with my classmates to do homework in the dorm — they all lived in guys' dorms."

After graduation, Miller was hired by Dave Stauffer to work in a new accounting firm. "I was impressed with their philosophy. Business isn't everything; the family is important too," she explained. "They do quality work, and I like my job." Although Miller is the only female professional in the office, she is comfortable with her position. "They don't make too many exceptions for me, and that works out well; it's what I prefer."

Miller belongs to a local support group for women in business, and she finds the group very helpful. "It's nice to know you're not alone: there are other women who end up wearing the only skirt at a business meeting. Also, it's good to talk with others who are struggling to pursue a career and keep up a home," she continued. "It just takes a while to get your priorities straight. For a while I thought I had to live up to my mother's housekeeping example, and I was frustrated. The understanding of a group makes a difference as far as feeling content with your choices."

Despite the difficulties, Miller encouraged women to seek careers in business. "Women need to know how to support themselves," she said, "whether they choose to find vocations in business or not."

Julia Spicher is a GC freshman from Scottdale, Pa.

Calvin G. High (left)
S. Dale High (right)

High Industries Take Creative Risks

By Nadine Thomas

The stereotype of the high-pressure executive vanishes quickly when the executives in question are *Calvin G. High '54* and *S. Dale High '64*, of High Industries, Inc.

As the two brothers seated themselves on a sofa in Cal's office, their relaxed, low-key manners made it easy to forget that they are responsible for the 10th largest corporation in the Lancaster County, Pa., area.

High Industries, Inc., is the parent firm for 10 operating companies divided into three groups. Services include steel fabrication and erection; service center operations; quarrying; manufacturing, transporting and erecting concrete products and building components; real estate and land development for homeowners and businesses; construction and renovation of houses and commercial and institutional buildings.

The business grew from a small welding shop begun during the Great Depression by the Highs' father, Sanford High. Sanford — the casual, courteous way the Highs act toward others makes the first-name address seem only natural — is still active as chairman of High Steel, though the day-to-day operations have passed on to his sons.

Both Cal, 49, and Dale, 39, attribute their company's rapid growth to their father's reputation for integrity. Once during the early days of the company, they made a mistake at a bridge site. "The state people were ready to do us in," Dale says, "ready for a big fight, because it would be very expensive to change. But my father agreed it was wrong and asked, 'What can we do to work this out?' That diffused the situation, and soon they were all sitting around the table, trying to help him solve the problem.

"That's a psychologically valid approach in addition to being in keeping with Christian values," he added.

The High brothers have carried on their father's tradition of combining Christian values and good workmanship. They say that's not only the way they want to do business, it makes good business sense as well.

"The world doesn't know how much mutual trust is involved in the construction business," Cal says. "We make deals for millions of dollars over the phone."

Adds Dale, "We've had it said to us many times: people prefer to deal with us because they know our word is bond."

The Highs' beliefs about how business should be conducted is also seen in the way they relate to their 1,000 employees.

"We structure for a sense of community," Dale says. "We're careful not to impose our values on others, but they know where we're coming from."

That sense of community is created by the team concept. Teams meet regularly to discuss concerns and ideas, which a designated leader then takes to the next level of the hierarchy. "It really does work," Dale says. "To me, that's working at church as much as going there Sunday mornings."

While good relations with their employees and a reputation for quality and honesty are helpful, the High brothers, each of whom attended one year at Goshen College, say it was the creative risks they took over the years that have caused the company to grow.

"I don't think we ever sat down and made a decision to be what we are today," says Cal. "We were too busy taking opportunities we saw to formalize any plans. We saw our niche in the marketplace that we could continue to serve well, and we continued to have more and more demand.

"The very nature of this business is that risks are taken daily," Cal continued. "It's just that they should be calculated rather than foolhardy."

One of the most satisfying creative risks the brothers took was bidding on and winning a $49 million contract to build a 147-span curved steel bridge in the Baltimore Harbor area in 1976. It was the first time they built over water — "*deep* water," Dale adds. "We had to buy our own tugboat, then we learned we had to have a licensed sea captain. Then we needed to get marine insurance, *then* we had to learn about tides. We learned a lot."

Another risk the company took is the Old Town Lancaster project, the renovation of several blocks of homes in the city's oldest and poorest area. Both brothers note with satisfaction that the success of the project contributed to the renovation of other parts of downtown Lancaster.

Conversely, there have been no-risk projects the company has turned down. Once a Lancaster businessman approached the brothers about building an armaments plant. "It could have been very profitable," Dale remembers. "The condition was that it would have only been used in the event of war. But we had no trouble telling him we couldn't do it."

Addressing the Mennonite mystique that small is better than large and that great financial success corrupts, Dale says, "What helped us with that is that we make a distinction between the business and ourselves. We restricted our lifestyles, preferring to reinvest in the business and to create new jobs."

"One of the biggest satisfactions we get each year is deciding on our year-end contributions," Cal says. "We cut a piece of the pie for contributions and another piece for employee bonuses."

While High Industries regularly contributes to the Mennonite Church, the brothers also note they each receive emotional support from members of the Neffsville Mennonite Church where they attend.

"A number of church people are a primary support for me," says Dale. "They become a sounding board on which I push ethical issues and ask for reactions."

"My Sunday school class of 25 men does that for me," Cal says. "They're not all businessmen, so I hear the other side. Sometimes I hear things that really make me sit up and take notice. When you only travel in business circles, you tend to hear only what you want to hear."

Nadine Thomas, a 1974 graduate of Goshen College, is a staff writer for the Lancaster Intelligencer Journal.

Recruiting By Alumni Moves Ahead

A program for alumni involvement with student recruitment at Goshen College is up and running. The plan was implemented by GC Director of Admissions Dennis Koehn and his staff, with assistance from the alumni office and a group of alumni volunteers.

The immediate focus for the alumni assistance is contact with students who have already applied for admission. "Now is the time when many applicants are making their final college choices," explained Koehn. "We think that contact with alumni who can describe GC from personal experience can be crucial in these months." Along with various other projects, the admissions personnel and alumni volunteers joined forces in planning a special weekend for applicants in late April, intended to help the students solidify their interest in Goshen.

The pilot program is operating in six geographic areas, each organized by the alumni coordinators with help from other alumni volunteers. **Diane Alderfer Kropf '68**, Harleysville; **Anne Harnish Weaver '58**, Blue Ball; and **Marty Detweiler Savanick '73**, Scottdale, are serving as coordinators in Pennsylvania. **Tom '80** and **Dee Schrock Albrecht '80**, Dalton, are working in the Wayne County, Ohio, area; **Cal Britsch '69**, Archbold, heads up the effort in the northwest part of the state. **Connie Miller Yoder '77**, Normal, is in charge of central Illinois. The coordinators spent time on campus in late February, pooling ideas and laying the framework for the months ahead with the admissions staff.

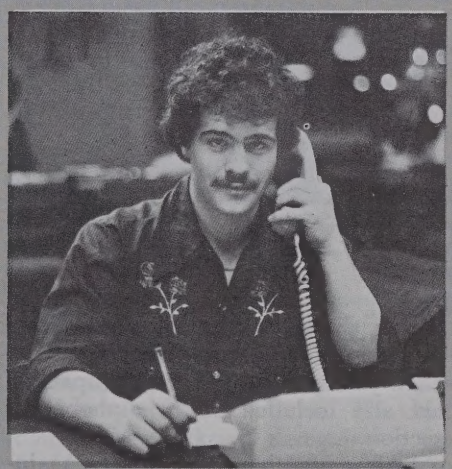
"Our office is pleased that alumni have been so ready and willing to help us maintain and increase our student numbers. Alumni are ideal people to have involved; their honest, straightforward counsel will be valuable to applicants and prospective students who are considering Goshen. We want to expand the program in the future," Koehn said.

Phonothon 1982: Numbers Down, Dollars Up

Results from the 1982 alumni phonothon indicate that it was both smaller and larger than ever. The calling was done on consecutive Mondays and Tuesdays over a three-week period in March.

"Because more alumni had already contributed to the annual fund this year, we had fewer calls to make than in 1981," explained student coordinator Doug Caskey, who headed up the project each year. "However, those fewer alumni pledged $57,170, a significant increase over the 1981 figure of $52,750."

Current Goshen College students did the phonothon calling. Special effort was made to again use students who had participated and done well in the phoning a year ago. Tuition grants were awarded to the students receiving the most pledges and the highest pledge total. Nelson Geigley, a junior from Malvern, Pa., was the overall winner, recording 133 pledges totaling $8,704. Freshmen Cindy Beckler (Friend, Neb.) and Cheryl Detweiler (Akron, Pa.) and sophomore Teresea Sommers (Millersburg, Ohio) also won phonothon prizes. Eighteen other students were involved in the calling.



Nelson Geigley headed the list of student callers in the 1982 alumni phonothon.

"Quite obviously, we are pleased with the results of the phonothon. Alumni giving has been significantly up from last year's totals, and the phonothon pledges will push us even further ahead. I am grateful to the students who volunteered their time to call, and to our alumni who responded so favorably," said alumni director Rich Gerig.

Board Sessions Upbeat

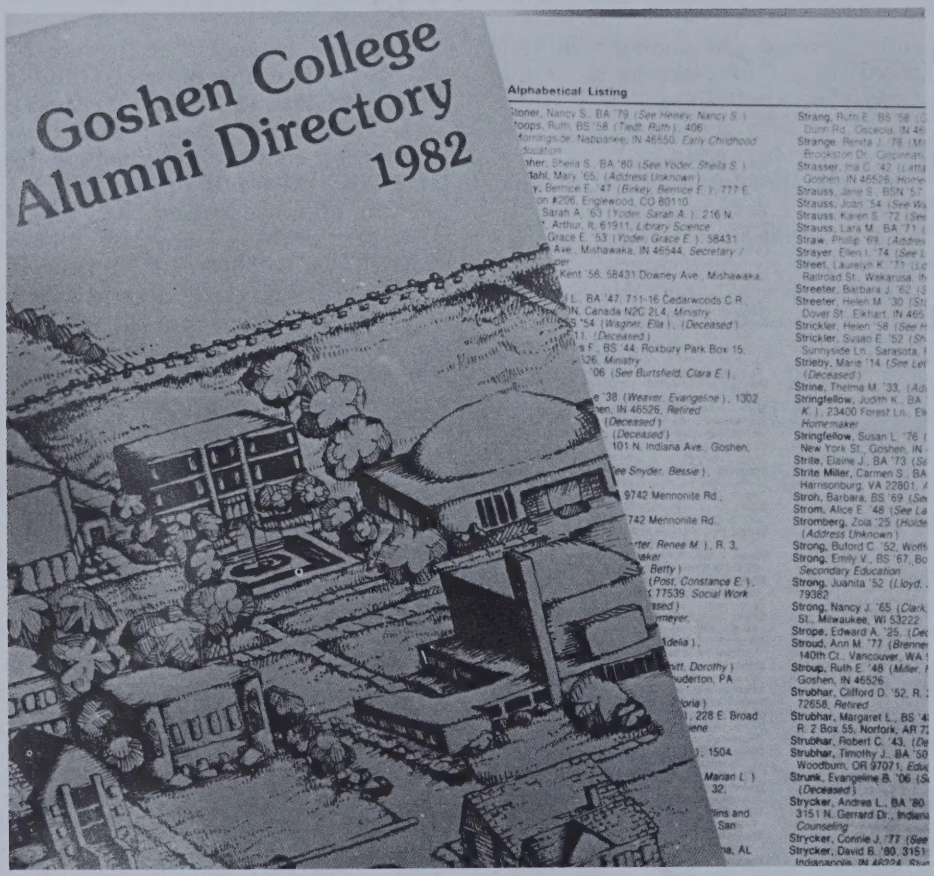
Although the current college year is not yet complete, a strong sense of accomplishment and optimism was present at the April 17 meeting of the Goshen College Alumni Board. **Richard Stuckey '66**, new board president, chaired the sessions.

The Board heard reports of projects undertaken during the year: the alumni directory and survey; alumni involvement with student recruitment; a study of alumni attitudes toward giving and the college; and strong support to date of the annual fund and the annual phonothon. Ways to increase involvement of alumni with current students also occupied discussion time.

In separate sessions the annual fund committee considered options for the 1982-83 fund goal, and the nominating committee selected persons to fill board positions occupied by **John Lehman '39**, **Gail Fisher '69**, and **Jim Miller '72**, whose terms expire in the fall. These nominees will be announced in the July issue of the *Bulletin*.

"Most any college concern one can name — enrollment, budget, program — is something alumni can contribute to in some way," said Rich Gerig, alumni director. "I am impressed with the Board's enthusiasm and willingness to become involved personally as well as financially with these needs."

Alumni Directory Completed



The first GC *Alumni Directory* in 31 years is now completed and available from the alumni office.

After a year of preparation, the 1982 Goshen College *Alumni Directory* has been published. The 462-page book represents the most complete compilation of information about Goshen's 16,000 alumni available, and is only the third directory ever produced; the most recent edition was edited by **John S. Umble '05** in 1951.

"Now I know why it took 30 years between directories!" commented Rich Gerig, alumni director. "The project was not only a large one, but because it extended over a long period of time it had to be continually coordinated with the office's ongoing responsibilities. That wasn't always easy. I appreciate the fine effort made by our staff members Karen Hirschy and Miriam Bontreger."

The directory lists Goshen alumni alphabetically, geographically and by class year. Addresses and occupations are also included in the alphabetical section.

"Although there are numerous instances of errors due to incomplete information about some alumni, overall I am pleased with the directory. The intent of the book is to give our alumni a better way to stay in contact with each other; from the early response we've received, it's clear that is being done. One person has even read the directory from cover to cover," Gerig said.

A limited quantity of directories is available for sale in the alumni office at $7.50 per copy. Checks (written to Goshen College) should be enclosed with each order.

Massanari Scholarship Established

"**Steve Massanari** was a student leader on campus, hard-working in his studies and congenial with others. He had many friends," remembered **Al Albrecht '50**, Goshen College professor of speech and chair of the communication department. "I am pleased that a scholarship fund is being established in his name so that current students interested in drama can continue their study."

Massanari '73, Silver Spring, Md., died in November 1981 of complications from surgery for a chronic lung condition. Most recently he had been involved with the rehabilitation of the blind in Washington, D.C. His wife Claudia survives.

Income from contributions made to the Massanari scholarship will be distributed to worthy GC students interested in communication, particularly drama. While all Goshen alumni are welcome to support the fund, special invitations and encouragement will be given to classmates of Massanari and former communication students.

Alumni Can Aid Teacher Placement

Are you aware of any teaching vacancies in your local school system? Teaching vacancies are often last-minute affairs, and many vacancies are publicized more by word of mouth than through the principal's office. If you know of vacancies in your area, contact J.B. Shenk, director of career services at the college.

Gunden Favors Slow Deregulation Of Banking

By Deb Hostetler

Being a bank president "is getting tougher all the time," according to **Ralph J. Gunden '49**, president of First National Bank of Goshen.

Economic conditions, deregulation of the banking industry and speculation about the results of President Reagan's economic policies make the job more demanding than it has been in many years.

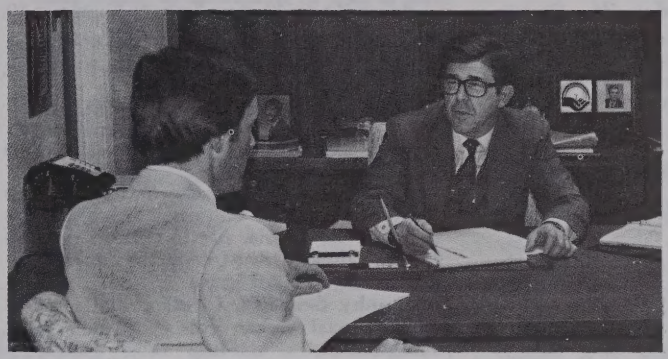
Before becoming president in 1974 Gunden served as controller and business manager for Goshen College for more than 20 years. (He was hired as controller two semesters before graduation, which put him in the enviable position of signing his professors' checks.)

As a banker, Gunden has a special perspective on economic trends. "The whole business environment has changed completely in the last several years," he observed. "The recession has hung on longer than anyone expected. If you're a building contractor, you can take one or two low months, but month after month with few or no housing starts means serious trouble."

High interest rates are the most obvious current business problem, but Gunden thinks they are really symptomatic of deeper problems.

If our nation gets inflation under control, interest rates should soon follow. Inflation produces fear of what the future may hold, and high interest rates are related to fear of the future, he said.

Productivity is another serious problem. "Our nation's declining productivity has undercut our ability to compete with other industrialized nations," he said. Gunden thinks fringe benefit packages and COLAs (Cost of Living Adjustments) have outrun the productivity which makes them possible. He cited Ford and General Motors which have already negotiated settlements which slow the increase in wages and eliminate several holidays. This idea may spread to other companies if it helps hold down production costs.



Ralph Gunden discusses a loan with John Lawrence, farm loan officer and assistant vice president of First National Bank of Goshen.

New technology offers the most promising way to increase the nation's rate of production. However, it also brings problems. "How do the workers adjust to thousands of robots coming into industry?" he asked. In the past, new technology has created temporary unemployment. He thinks our society can cope with new technology in the same way it adjusted to mechanization of farming in the early part of the century — by creating more service jobs.

Recently, Gunden has also been concerned with changes in federal regulations for the banking industry. Current regulations prohibit banks from operating outside a specific geographical area, restrict the kinds of activities they may be involved in and determine interest rates. Banks still do not have the option of underwriting bonds as some of their competitors do.

Gunden favors easing such restrictions, but believes "the way it's done is the key to success or failure." The chief danger, he thinks, is deregulating too rapidly. "We need to find a way to respect the interests of organizations that have followed long-term national policy and law," he asserted. "We can't just say 'Oops, we changed our minds.' If deregulation happens too fast, some prudently-run organizations are going to get badly clobbered."

Indiana took one of the first steps toward deregulation at the state level in 1981 when it liberalized regulations on branch banking within one's own county. After the ruling, all three Elkhart banks wanted to open branch offices in Goshen, which already has two banks and one savings and loan of its own. "You need more than one bank in town," Gunden said. "You've got to have competition, but five banks in a small market like Goshen would be counterproductive." One of the banks has apparently dropped plans for a Goshen branch, he said.

Gunden's bank, First National of Goshen, has responded to deregulation with plans to merge with St. Joseph Valley Bank of Elkhart. After the merger, which will probably be finalized this summer, Goshen will be served by three banks and a savings and loan.

The advantage of the merger is that it will spread overhead expenses. "The personnel of the combined bank will have a more complete and effective support system than either bank would have been able to provide. This will enable us to give better service at lower cost," he said. The new bank, Midwest Commerce Banking Co., will be the 10th largest in Indiana. "Community banks like ours are still strong," Gunden said. "But regardless of what the future holds, two of us together can operate more efficiently than either of us individually."

Gunden doesn't care to predict whether Reaganomics will work or how the economy will adjust to radical change. He is sure that "what we were doing wasn't working. Unfortunately very few changes take place without somebody getting hurt. One thing this job has taught me is that life sure can get complex."

Notes

J. Otis and Isabelle K. Yoder

1900-19

Death

Amelia Grabill Whirledge '16, Goshen, March 3.

1920-29

Deaths

Laura Weber Hunsberger '22, Sterling, Ill., Jan. 14.

Merrill L. Ivens '28, Milford, Del., date of death unknown.

Kenneth L. Neal '22, Ft. Pierce, Fla., Feb. 15.

Jesse Rychener '23, Columbus, Ohio, Oct. 1981.

Lois Swartz Sinner Ulery '23, Goshen, Feb. 19.

Verda Weaver '23, Goshen, March 17.

Note

Jonathan '27 and **Fyrne Miller Yoder '30** returned to their home in Goshen in March after a five-month special assignment in India with Mennonite Board of Missions. They had been asked by the Mennonite Church in India to assist in the major project of updating Dhamtari Christian Hospital's equipment and facilities. Starting in 1937, Yoders have served a total of nearly 20 years as medical workers in India and Nepal.

1930-39

Deaths

George D. Blough '31, Goshen, March 5.

Ned W. Tarman '34, New Paris, Ind., Feb. 22.

Robert Yordy, husband of **Elsie Eigsti Yordy '35**, Morton, Ill., Jan. 29.

Notes

Stella Binkele '34, Goshen, retired since 1978, is church librarian at First United Methodist Church.

Rose Adams Hutchinson '35, Bend, Ore., active in St. Francis Church activities, works half-time as a librarian. Her husband Tom is circuit court bailiff and rental manager for his sons' Bend properties.

Katie Reber Schweitzer '31, Iowa City, Iowa, writes that "deteriorating vision and arthritic hands prevent me from doing many of the things old people do, so I spend part of my time visiting the elderly and sick in my neighborhood, if they are within walking distance."

Edwin '30 and **Irene Lehman Weaver '32** are retired and living at Schowalter Villa in Hesston, Kan., where he is chaplain. Irene is an elder in the Whitestone Mennonite Church.

J. Otis '47 and **Isabelle K. Yoder '38**, of Heralds of Hope, Breezewood, Pa., spent four weeks in ministry in east and west Africa this past winter. The radio messages of "Hope For Today" are broadcast to the Middle East, most of Africa, all the Far East, including China, and India. Responses have come from more than 80 countries.

1940-49

Death

Ralph Wade '49, New York, N.Y., March 10.

Marriage

John Woods and **Arlene Sitler '44**, Greenville, Pa., July 11.

Notes

Grace Augsburger '49, Hesston, Kan., lives in retirement at Schowalter Villa.

Ruth Bauman '47 teaches first grade at an elementary school on Cuttington College campus in Monrovia, Liberia. Her 13 students are from Liberia, Ghana, Great Britain, Sri Lanka, Denmark and the United States.

Dorothy Bean '46, Chicago, Ill., a retired medical social worker, does volunteer work at Ploughshares, a self-help shop opened in November on Chicago's north side.

Harvey Birkey '41, Goshen, continues as acting executive director for the Bible Memory Program. Six hundred children are eligible for camp this year.

Glen Byler '48, New Paris, Ind., vice president of the Indiana Livestock Breeders' Association, serves on the board of directors for both the state and national Hampshire boards.

Royce '42 and **Doris Stuckey Engle '41**, of Spencerville, Ohio, have begun a three-year term of voluntary service with Mennonite Board of Missions. They are serving as advocates for creative Christian living with the Illinois Conference under the year-old Illinois Elderly Service Program.

Bennie '43 and **Ruth Zook Fadenrecht '42**, York Springs, Pa., write: "It seems impossible that 40 years have gone by since leaving Goshen. We have had an active life in the home, community and church. Our four children have all found Christian partners and are active in their local churches. Now we are enjoying our five grandchildren and our days of retirement in our small farm home where we've spent the last 21 years."

Ruth Warstler Griggs '47, Tippecanoe, Ind., cares for her mother who is nearly 90 years old.

Weyburn '44 and **Thelma Miller Groff '44** are spending his three-month sabbatical in Cambridge, England.

Laurence '45 and **Marian Messner Horst '34**, Goshen, have served over 70 congregations in the last two years in missionary conferences, weekend meetings and as interim pastor. They are looking forward to returning to Ghana, West Africa, where they served the Ghana Mennonite Church for nine years, for the church's 25th anniversary celebration in August.

Harold S. King '42, Decatur, Ga., is the southeastern representative for Ranco Controls of Plain City, Ohio. His wife **Avis Hostetler King '44** works at Emory University, Atlanta.

Ken and **Lucy Lehman '46**, Port Royal, Pa., sell and service above-ground and in-ground swimming pools and handle a complete line of chemicals, supplies, parts and accessories.

Paul H. Martin '43 is pastor of the Des Moines (Iowa) Mennonite Church. A new sanctuary has been built with dedication planned for September.

A Lifetime Of Strength

Note: Following are excerpts from an article written by Susan Snyder Falk about her grandparents, **Howard '29** *and* **Ruth Miller Musselman '30**, *for a composition class at Bluffton (Ohio) College.*

Queasiness enveloped me as I anticipated my grandmother's condition after the car accident which left Grandaddy dead. I feared that my grandmother would not be strong enough to deal with so tragic an emotional and physical blow. What would happen to this frail woman whom I had always remembered leaning so heavily on her husband? I did not realize that I severely underestimated the courage and strength of my grandmother, Ruth Miller Musselman.

On June 4, 1980, Howard and Ruth celebrated their golden wedding anniversary, and for them these truly were golden years. Travel, study and enjoyment marked their retirement as happy years until Howard's tragic death in an automobile accident on Oct. 16, 1981. In one swift moment, life ceased. The resulting ripples from a death, however, touch the living.

Doubt crept through me as I wondered whether Grandmother could handle this sudden loss. As I gravitated toward the kitchen a feeling of relief flooded me. Grandmother sat at the kitchen table, a familiar teacup before her. A weak, crooked smile crossed her face and her small head moved in a familiar bob-and-shake pattern, as she squeezed me and kissed my cheek. A lifetime of strength had prepared her for this disaster.

Royce and Doris Stuckey Engle

Samuel E. Miller '41 received a master's of divinity degree from Eastern Mennonite Seminary in May 1981. He and his wife Ella May Weaver Miller are currently serving in Mexico at the invitation of the Mexican Mennonite Church. He is a counselor and resource person for pastors and leaders and is temporarily serving as director of the extension Bible school. She relates to the churches along with him and is involved in women's Bible study groups, as well as person-to-person relationships.

Sturges '43 and **Bernice Meyer Miller '45**, Millersburg, Ohio, are both retired from teaching.

Orval Shoemaker '41, recently retired from Prairie View Mental Health Center, has joined the pastoral team at Hesston (Kan.) Mennonite Church as a counselor.

Elsie White '46 retired after 32 years as night supervisor at the Lebanon (Ore.) Community Hospital and is adjusting to daytime living again.

Arlene Sitler Woods '44, Greenville, Pa., recently completed post-doctoral research on "The Role of Education in the Development of Self-Reliance in Rural Youth of Jamaica" under a fellowship from the Organization of American States. Her report was presented to the OAS and the government of Jamaica at the University of West Indies in March.

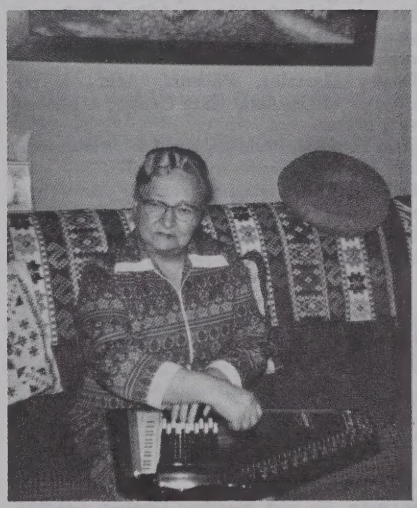
Yoder Is "For The Birds"

Bertha Yoder '43 is literally "for the birds." If there were any doubt in the minds of her former students, her new songbook, *Sing with the Birds*, proves it once and for all.

Yoder retired in 1977 after 41 years in the classroom, most of them in the West Liberty, Ohio, area, where she now lives. The combination of her love of teaching, birds and singing began one snowy March morning when she spotted a robin on her way to school.

"It's always such a feeling to see the first robin of the year," said Yoder in an interview with the *Urbana (Ohio) Daily Citizen*. "It was on Feb. 20. I don't remember the year, but when I opened the garage door, there was a robin. I made up the song on the way to school."

Over the years, "The Robin" gave way to 14 other songs about chickadees, wrens and woodpeckers, and the songs became an integral part of Yoder's teaching. Her children learned them in music class. They learned science because the songs were always introduced at about the times the particular birds appeared in the area. The rhythm of the lyrics made learning to read easier. And the students learned art when Yoder passed out dittoed sheets that included drawings of birds to be colored.



Sing with the Birds (Chantry Music Press, Inc., Springfield, Ohio) is the result of Yoder's many years of love of nature and creativity in the classroom. The songbook also includes a playlet for children; a packet of sketches for coloring, much like the ones Yoder passed out in her classes, is also available.

"I never dreamed this would be a book," Yoder said. "I love birds, it's just a natural thing with me. I wasn't told I had to write these songs. I just love to do it."

Sing with the birds up in the tree,
Sing with the birds so merrily.
Sing with the birds as you skip
along,
Sing, O sing a happy song.
—*Sing with the Birds*

1950-54

Deaths

Leon Van Wynsberghe '52, Sun City, Ariz., date of death unknown.

Ray A. Yoder, husband of **Alice Miller Oesch Yoder '53**, Goshen, March 2.

Notes

Harold Cocanower '52 was recently appointed administrative vice president of the Latin America Mission, Coral Gables, Fla. His responsibilities include direct supervision of several departments: church ministries, liaison U.S. Hispanic ministries, business and personnel.

LeRoy Kennel '51, Lombard, Ill., Democratic candidate for U.S. Congress in the sixth district, is challenging Henry Hyde, famous for his one-issue stance on anti-abortion (the Hyde Amendment). He regards his candidacy as an ideal opportunity for articulating a more consistent and comprehensive approach to reverence for life.

Wesley E. Jantz '52, Hesston, Kan., recently joined the Schowalter Villa and Hickory Homes staff as chaplain on a part-time basis.

Murray Krabill '50, Fredericktown, Ohio, has been pastor of Gilead Mennonite Church since 1951. He and three married sons operate a dairy and do grain farming.

Gilda Nafziger Lehman '54, Smithville, Ohio, operates a gift shop in her home.

Sophia Brenneman Moore '54, Goshen, is on the nursing faculty of Southwestern Michigan College.

Harriet Wasson Oberlin '53, retired since 1974, writes: "After wandering around for a couple years in Alaska, Australia and New Zealand, I'm now settled on a farm near St. Joe, Ind."

Betty Stutzman Rheinheimer '53, Akron, Pa., is manager of the MCC self-help gift shop at Ephrata. Her husband **Rollin '61** is vice president of The Office Works computer sales division.

Harold J. Schultz '53, North Newton, Kan., president of Bethel College, was recently elected president of the Council of Mennonite Colleges. He is also president of the Kansas Independent Colleges Association. The third edition of his college text, *History of England*, was published by Harper and Row.

Jim Snyder '51, Hesston, Kan., has been working for Inhalation Therapy Services, an international cardiopulmonary care company, as a respiratory therapist and troubleshooter for respiratory therapy departments. He and his wife **Maria Luisa Rivera Snyder '56** have completed assignments in Venezuela and Spain. She is a quality assurance coordinator at Osteopathic Hospital, Wichita, Kan., and took a leave of absence while on assignment with her husband.

Samuel Stover '52 is professor and chairman of the department of rehabilitative medicine at the University of Alabama in Birmingham. The department made possible the production of *Elizabeth*, the portrayal of a promising young ballerina who becomes a paraplegic following an accident. The film has appeared recently on numerous PBS stations across the United States.

Art Group Tours D.C.

Goshen alumni comprised a third of a 22-member Akron (Pa.) Mennonite Church study group that participated in an art study tour of Washington, D.C., in March. **Abner Hershberger '60**, GC art professor presently on sabbatical leave as artist-in-residence at Wesley Theological Seminary, led the tour, a culmination of the church's elective study on "Christianity and the Arts."

Hershberger sees special advantages in art tours for homogeneous groups, such as the Akron participants. Follow-through discussion with each other can enhance experiences with art, he pointed out.

1955-59

Notes

Phyllis Nelson Clodfelter '55, Roachdale, Ind., food service director of Culver Union Hospital in Crawfordsville, is president of the Hoosier chapter of the American Society of Hospital Food Service Administrators of the American Hospital Association.

Margaret Jantzi Foth '55, Harrisonburg, Va., received the Association for Retarded Citizens Community Media Award for five radio programs on "Your Time" entitled "Mentally Retarded: Real People."

Clemens L. Hallman '59, Gainesville, Fla., is a member of the subject specialization teacher education department in the College of Education at the University of Florida. This committee studies national policies, reviews various acts dealing with bilingual education, analyzes proposals to the U.S. Department of Education, studies new bills introduced by Congress that will have an impact on bilingual education and makes recommendations to President Reagan and the U.S. Congress.

John Lederach '57, director of Hesston College's Center for Bible Study, will serve as acting academic dean beginning in June. Dean **Jim Mininger '65** will take a nine-month leave of absence.

Helen Loewen '55, Minneapolis, Minn., works part-time evenings as charge nurse in a local nursing home.

Carolyn Mast Schultz '56, North Newton, Kan., completed her master of arts degree in English at Wichita State University. Her book, *Wheat Weaving Made Easy*, has gone into a fourth printing.

Robert M. Stetter '56, Morgantown, W.Va., is office manager for Century 21 Rudy Realtors. His wife **Lila Rae Thomas Stetter '56** teaches fourth grade.

Daniel Zehr '59, currently completing a term of service with MCC in Bolivia, has been appointed principal of Elim Bible Institute beginning in January, 1983.

1960

Marriage

Warner Jackson, Cleveland, Ohio, and **Thelma Miller '72**, Hartville, Ohio, Jan. 30.

Birth

Drenning and **Carolyn Nyce Weidman**, Perkasie, Pa., Sheila Nyce, born May 14, 1973, received for adoption Nov. 21.

Notes

Joyce Schertz is a diagnostic consultant for persons with learning disabilities in the South Bend (Ind.) school corporation.

Gordon Schrag, Harrisonburg, Va., has retired from his active ministry and chaplaincy work.

George A. Smucker, Goshen, was recently honored as a five-year employee of the Oaklawn Community Mental Health Center.

Rachel Zehr, Normal, Ill., is coordinator of the Mid Central Association's Hearing Impaired Program in Peoria.

1961

Death

Martha Burkholder Smith, Wooster, Ohio, Feb. 24.

Note

Geneva Lehman Virkler, Lowville, N.Y., is in her ninth year as local school board member. She and her husband Alton are the fourth generation living on his family's farm.

1962

Notes

J. Stanley and **Delores Histand Friesen** are both studying at the University of Iowa, Iowa City. He is studying the history of Christianity and religious thought in the West, and she is in a counselor education program.

Harvey Hartzler, Phoenix, Ariz., is administrator of Glendale Care Center, a 192-bed nursing home.

Larry Landes, Philadelphia, Pa., is vice president of Heritage Travel in Kulpsville.

Richard Yoder resigned from his pastorate at First Church, Nappanee. He and his family live in Goshen and he teaches fifth and sixth grades at Clinton Christian School.

1963

Marriage

Dan Erb and **Norma Schloneger Zook**, Hartville, Ohio, July 19.

Birth

Norman '65 and **Marilyn Graber Leichty**, Mount Pleasant, Iowa, Mary Kathryn, Feb. 20.

Notes

Norma Schloneger Zook is employed as secretary at Lake Center Christian School, Hartville, Ohio.

Joseph and **Elaine Miller Haines '64** terminated at the Nazareth Hospital, where they had been involved in a chaplaincy ministry, and moved to the greater Tel Aviv area. During the fourth year of their current Mennonite Board of Missions assignment, they are exploring ministries in the Arab community of Jaffa while relating to the Emmanuel House congregation. Joe continues to serve as general secretary of the United Christian Council in Israel.

Richard Huneryager, Lancaster, Pa., is president of Heritage Travel, Kulpsville.

Patricia Forrester Kratzer, Jones, Mich., writes: "So many ideas and concepts I learned at GC have become a part of our lives. I'm so glad my parents were willing to give up so much to send me to such a fine school. We have taken our two daughters to GC to look around. Even I'm surprised at how much it has grown over the years."

Nancy Rudy Martin, Morgantown, W.Va., received a master's of science degree in nursing from West Virginia University in December.

Bonnie Freeman Miller, Mesquite, Texas, teaches second grade. She is working on a master's degree in elementary education.

1964

Notes

Dave Bucove, Anderson, Ind., director of the Anderson-Anderson Stony Creek Township Public Library, is president of the Indiana Library Association Executive Board.

Robin Carlson (Ethel Thorn), Elkhart, Ind., is proprietor of the Tulip Tree Needlecraft Shop in downtown Ziesel's department store.

Jan Van Donk, Enid, Okla., teaches geology at Phillips University.

James E. Yoder teaches chemistry at Hesston College. His wife **Phyllis King Yoder '65** works three-fifths time on the labor and delivery floor at Bethel Hospital in Newton.

1965

Note

Ronald Brunk, Hesston, Kan., has been promoted to the rank of associate professor at Bethel College. He teaches accounting courses.

1966

Birth

Willis and **Betty Detwiler Sommer**, Bluffton, Ohio, Matthew, Sept. 9.

Notes

John Kaufmann, University City, Mo., is senior plant scientist at Monsanto Agriculture Products Co.

Betty Detwiler Sommer, a social worker at Northwest Mental Health Center, Lima, Ohio, teaches social work courses part-time at Bluffton College.

Bonnie Schneider

1967

Birth

Keith and Vada Myers **Saffer**, Kokomo, Ind., David Keith, Jan. 21.

1968

Notes

Barbara Tschabold Ferrell, San Antonio, Texas, has been promoted to director of marketing for Oak Hills Inn and Horizon Hotels Ltd., with home offices in West Vancouver, British Columbia, Canada.

Norma Sutton Goertzen, Oak Park, Ill., is a librarian at North Park Theological Seminary, Chicago.

Ken R. Yoder, Wichita, Kan., a part-time homemaker, works part-time in outpatient mental health services. His wife **Ferne Kilmer Yoder** teaches English as a second language half-time, primarily to Southeast Asian children.

1969

Births

Kenneth and **Noreen Preheim Gingerich** '70, Washington, Iowa, Mark Allen, Jan. 28.

Arthur and Yolanda **Hershberger**, Anthony, N.M., Benjamin Charles, Aug. 27.

Chris '72 and **Marilyn Beachy Lehman**, Goshen, Aaron Daniel, Dec. 17.

David and **Carol Freeman Rosenberger** '71, New Paltz, N.Y., Matthew David, born Feb. 22, received for adoption March 30.

Notes

Dwight E. Hershberger, Eureka, Ill., recently graduated from Illinois State University with a master's in art. During the month of March he had a ceramic sculpture show at Hesston College's Little Gallery.

Marvin A. Kurtz, Goshen, vice president of Elkhart General Hospital, successfully completed the certified public accountant examination held recently in Indianapolis.

Anita Stalter Lapp, Harrisonburg, Va., recently completed work for a master's degree in early childhood education at James Madison University.

Sue Clemmer Steiner, currently completing her master of divinity studies at Associated Mennonite Biblical Seminaries, has been appointed youth minister for the Mennonite Conference of Ontario effective Aug. 1.

Leon J. Swartzentruber, Ubly, Mich., a dairy farmer, milks 50 cows. He is vice president of the Huron County Dairy Herd Improvement Association.

1970

Death

Eric S. Yoder, Owen Sound, Ontario, Feb. 26.

Marriage

Philip Paul, Scottdale, Pa., and Susan Rothman, Akron, Ohio, Feb. 14.

Births

Murray and **Linda Gibson Hiebert**, Washington, D.C., Ann Marie, born Feb. 14, 1981, adopted July, 1981.

Ned and **Ann Alderfer Kauffman**, Goshen, Greta Alderfer, March 1.

Paul and **Susan Unger Watts**, Marrero, La., Susan Marie, Feb. 5.

Gary '72 and **Sharl Zehr Yordy**, Cheyenne, Wyo., Kristina Kay, Nov. 23.

Note

David William Hickman, Sebring, Fla., assistant navigator aboard the U.S.S. Preserver, has begun a new tour of duty that will, at its completion, bring him to two full decades of service in the U.S. Navy.

1971

Births

Melvin and **Doreen Wenger Good**, Dalton, Ohio, Terri Lynn, Nov. 5.

J. Daniel and **Lois Shank Long**, Greencastle, Pa., Rachel Caroline, Aug. 4.

John and **Barbara Paul Miller**, Harrisonburg, Va., Ezekiel E., Jan. 5.

Thomas and **Miriam DeVries Vesely**, Duluth, Minn., Michael James, Dec. 31.

Note

Ben Nelson is in an orthopedic residency at University Hospital, Iowa City, Iowa. **Susan Gardner Nelson** works part-time in the office of First Mennonite Church.

1972

Births

Dennis and **Mary Ann Krabill Hollinger**, Nyack, N.Y., Naphtali Krabill, March 30.

Omar and **Janelle Landis Kheshgi**, Chicago, Ill., Rehanna Landis, Jan. 8.

Daniel '73 and **Mary Rich Liechty**, Goshen, Anne Christine, March 19.

Dennis '73 and **Rosalyn Yoder Miller**, Wellman, Iowa, Charles Wayne, Dec. 15.

Timothy and **Donna Blowers Stoltzfus**, Goshen, Benjamin Dean, March 14.

Gregory Myrick '72 was shot and killed by an unknown assailant while sitting in his car in South Bend, Ind., on April 4, 1982. Myrick had taught Spanish in a South Bend high school. An investigation into the tragedy is underway.

Notes

Leon Eshleman, Albany, Ore., works as an emergency room physician at Lebanon Community Hospital.

Julia Byler Zehr, Goshen, is a nurse practitioner in obstetrics and gynecology at Hudson Medical Group in Elkhart.

1973

Births

Armon '74 and **Bernice Beyer Kauffman**, Goshen, Andrew Todd and Jason Michael, March 11.

James and Jeanette Neff **Krabill**, Abidjan, Ivory Coast, Elisabeth Anne Neff, March 6.

George and **Joyce Link Nafziger**, Wauseon, Ohio, Jena Leigh, Jan. 31.

David and Faye Brenneman **Slaubaugh**, Wellman, Iowa, Shawn David, Dec. 22.

Craig and **Carol Zehr Yost**, Eureka, Ill., Chad Christopher, Feb. 24.

Notes

Stephen C. Ainlay, Normandy Beach, N.J., is a postdoctoral fellow with the department of sociology at Princeton (N.J.) University.

Bonnie Schneider of Castorland, N.Y., is serving a 15-month term of voluntary service with Mennonite Board of Missions. She is teaching in Indianapolis.

1974

Births

Ian and **Beverly Miller Birky** '75, New Haven, Conn., Nathanael Sean, Oct. 5.

Henry and Donna Halteman **Derstine**, Harleysville, Pa., Henry Halteman, Feb. 11.

William and **Barbara Kenaga Leedy**, Goshen, Melissa Beth, March 3.

Notes

Ian Birky, New Haven, Conn., is doing an internship in clinical psychology at Yale.

Lois Harder Rinehart, Vincennes, Ind., completed a doctorate in family studies at Purdue University.

Minh Nguyen Kauffman of West Point, Neb., designed a brightly colored banner for the Balwadi ("Children's Garden") program, one of the most promising areas of service of the Village Reconstruction Organization in Bangladesh. On the banner, children are at the center of a cartwheel, forming the axis: "nutrition," "education" and "production" serve as spokes; and making up the rim are the responsibilities taken by the people of the villages.

Paul Leichty is completing his seminary education with a year in Chicago under the Seminary Consortium for Urban Pastoral Education as student and pastoral intern at Lawndale Mennonite Church.

1975

Marriage

Thomas Holzinger and **Rebecca Dyck**, Akron, Pa., Feb. 2.

Cindy Habegger
Marvin Marks

Births

Stephen and Janelle Roupp Diller, Colorado Springs, Colo., Jesse Roupp, March 28.

Dewey and **Debra DePree Van Dyke**, Wyoming, Mich., Lisa Dawn, Nov. 10.

Ray and Rosemary Buckwalter Hershberger '76, Shiprock, N.M., Emily Rose, March 7.

Notes

Judy Gardner Ainlay, Normandy Beach, N.J., is currently serving as executive director of the Retired Senior Volunteer Program (RSVP) in Ocean County, N.J.

Barbara Nelson Gingerich is in graduate study at the University of Chicago School of Divinity.

RoseAnn M. Yoder received her midwifery certificate from the Frontier Nursing School, Hyden, Ky., in September and is now employed as a nurse-midwife at the Brownsville (Texas) Community Maternity Center.

1976

Death

Charles Boswell, Elkhart, Ind., March 4.

Marriage

Steve Provines and **Marcia Keister**, Albion, Ind., Aug. 29.

Birth

Bryan and Louise Mann Mierau '78, Goshen, David Carl, Feb. 12.

Notes

Polly Burkholder Fravel, Harrisonburg, Va., is in her sixth year of teaching elementary school music. Her husband Don is in warehousing and works for a textile company.

Patty Harris, New Haven, Conn., works with terminally ill individuals and their families at the Connecticut Hospice in Branford.

Russell and Janet Rhine Kremer, Lafayette, Ind., spent the month of March traveling. They visited Jan's parents in Nigeria, toured Kenya, and visited Russ' brother Rich who is studying in Germany.

1977

Marriage

Lynn Miller, Shipshewana, Ind., and **Jacquelyn Eichelberger**, Harrisburg, Pa., Nov. 14.

Births

Mark and Lori Bowman Graber '79, Delavan, Ill., Eli Daniel, Nov. 11.

Kermit and **Cheryl Scott Kaericher**, Goshen, Jeremy Aaron, March 25.

Douglas and **Donna Eigsti Roth**, Morton, Ill., Nathan Daniel, Feb. 1.

H. Michael and Elizabeth Reber Wenger, Broadway, Va., Charles Gordon, March 13.

Notes

Michael L. Miller, Goshen, employed as a staff accountant with Crowe, Chizek & Co., Elkhart, successfully completed the certified public accountant examination held recently in Indianapolis.

Dennis Zehr, Tiskilwa, Ill., recently joined the Camp Menno Haven staff as program director.

1978

Births

Philip '79 and Lori Hollenberg Bontrager, Ann Arbor, Mich., Andrea Beth Hollenberg, Jan. 26.

James and Vicki Birkey Egli, of Pekin, Ill., currently serving in Lesotho, South Africa, Paul Weldon, Jan. 30.

Lynn '80 and Susan Swartzendruber Lehman, Wayland, Iowa, Aaron Dusk, Jan. 27.

Jerold and Mary Harnish Roeschley, Flanagan, Ill., Aaron Thomas, Feb. 3.

Donald and Melanie Grove Wade, Goshen, Caitlin Laurel, April 4.

Notes

Cindy Habegger of Bluffton, Ohio, has undertaken a Church of the Brethren volunteer service assignment as an archival intern at the Brethren Historical Library and Archives, Elgin, Ill.

Marvin Marks, a senior at the Thomas M. Cooley Law School in Lansing, Mich., finished second in the championship round of competition in the 1982 Regional Client Counseling Competition in Cleveland, Ohio. The competition evaluates competitors' ability to deal with clients in hypothetical initial interview settings. Participants are judged on their ability to gather facts, reassure clients, deal with client confidentiality and fees, and find the proper solutions to the clients' hypothetical problems.

Faculty And Staff

Death

Blanche Burkholder (staff '57-'70), Goshen, March 26.

Births

Charles and Marilyn Bontrager (staff '82-), Goshen, Brooks Charles, April 6.

James and Laurie Blough Miller (faculty '80-), Goshen, Lisa Rose, Jan. 7.

Prospective Student Names

One of the ways Goshen alumni can assist the college in its recruitment efforts is by suggesting names of prospective students. Please use the form below for that purpose; the students you name will receive information and materials describing the college. Mail the form to the Admissions Office, Goshen College, Goshen, IN 46526.

Name _____ Name _____

Address _____ Address _____

_____ _____

Phone _____ Phone _____

High School _____ High School _____

Year of Graduation _____ Year of Graduation _____

Congregation _____ Congregation _____

Parents _____ Parents _____

Your Name _____

Address _____

_____

(Do/Do not) use my name as a reference when contacting the above students.

Campus

Parents Council Hears Reports

President Burkholder (left) visits with Parents Council members Don Reber, Goshen, and Arlene Miller, Scottdale, Pa., during a break in their March meeting.

As it is in many circles these days, money was the major focus of discussion when Parents Council members held their winter meeting on March 6.

Goshen College President J. Lawrence Burkholder told the group that, although private colleges will likely feel the strain of the proposed federal cutbacks in student financial aid, Goshen wants to be creative and resourceful in providing assistance through its own means in the years ahead.

John A. Lapp, provost, indicated that the college is beginning to make reductions in faculty and program, but remains committed to academic quality and its relationship to the Mennonite Church.

In a third agenda item, Phyllis Wulliman, acting director of student finance, gave the group a "walking tour" of student financial aid, describing how it is calculated and distributed. Wulliman encouraged parents to ask for help when they encounter difficulties in following aid application procedures.

"I had to drive a long way for just one meeting, but it was well worth my time," one Council member said. "College costs are a major concern to most Goshen parents; it's good to know how the college works with our applications and what the future may bring."

Tom and Hazel Yoder, Normal, Ill., concluded their two-year term as chairpersons of the Council at the March meeting.

Palestinian Rights Focus Of Lecture

Ibrahim Matar, director of agricultural and rural development for the Mennonite Central Committee in Jerusalem, visited the campus March 8-10. His visit was supported by the C. Henry Smith Peace Lectureship.

Matar, a respected spokesman for the rights of Palestinians on the occupied West Bank and a recent guest on the ABC-TV news program "20-20" spoke on "The Problem of Human Rights in an Occupied Territory" and "The Case for a Palestinian State." Matar sees little hope of a peaceful settlement in the Middle East while Jewish settlers are allowed to displace Palestinians on the West Bank.

Computer Week Set For High School Students

June 13-18 will be a busy week at Goshen College. Computer Camp has just been added to the previously scheduled High School Music Week and Workshop for Piano Teachers and Students.

The camp will run on two skill levels — one group for high school students with computer background and the other for beginners.

"Group A," those with experience, will explore computer graphics, with an emphasis on having fun with the visual capacity of the computer. Students will learn how to interact with a time-sharing computer, how to use a text editor, how to print and manipulate files, how plotters function and the rudiments of Pascal programming.

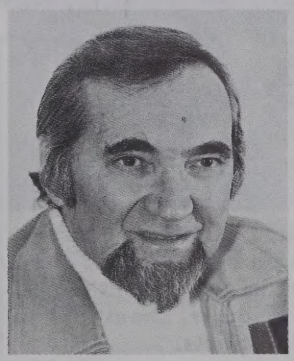
The second group will design computer games, in the process learning about the structure and design of computer programs. They will learn elementary BASIC programming and will go on to practice some of the same skills as the more advanced students.

In computer camp, swimming, fishing and crafts will be replaced by field trips to local computer installations, tours of the Goshen College facility and computer science-fiction movies.

Computer camp is open to high school sophomores, juniors and seniors. However, because of limited enrollment, juniors will be given preference. A required recommendation from each student's math teacher will also be carefully considered.

Interested students should contact Marilyn Graber in the Admissions Office immediately.

Hallie Presents Peace Lecture



The first of the Goshen College Endowed Peace Lectures was presented March 16-17 by Philip Hallie, author of *Lest Innocent Blood Be Shed.*

Hallie presented a public lecture, spoke in convocation and addressed several classes while at GC. He spoke on themes growing out of his book, which tells the true story of a small Protestant village in France which turned itself into a "rescue machine" saving the lives of about 5,500 Jews during World War II. The book was named one of the best of 1979 by *The New York Times.*

"I urge you to hold in your hearts the belief that life is truly precious and beautiful," Hallie told his GC audience, "and to live your own life in contrast and opposition to those forces that hold life cheap."

As usual, the annual GC carnival was an opportunity for students to display creative costume and makeup, play games and raise money for a worthy cause. This year's carnival raised $1,500 for the building fund of the Boy's Club of Goshen and a recreation fund for GC students.

***The Prophets*, by Polish dramatist Slawomir Mrozek, was presented by the GC Players on Feb. 26 and 27 and March 5-7. Here Michele Schrock as the Regent (right) confers with her bailiff, Brenda Widmer, about how to dispose of one of two messianic prophets.**

Spirituality Conference Scheduled

"Spirituality: Living the Presence of God" will be the topic of a workshop to be held June 25-27 at the Center for Discipleship, Newcomer Center.

"The subject of spirituality has become a source of much discussion, some tension, but very little agreement within the church," said Center director Don Blosser. The conference will bring together several resource persons whose lives express their different approaches to spirituality. For more information, contact Blosser at the college.

The garden hose, played by Don Breckbill, was one of several unorthodox instruments used in the "April Fool's Concert," presented by the GC Orchestra and Chamber Choir. Selections for the evening included "Variations on America" by Charles Ives, humorous rounds, Haydn's "Farewell Symphony" and "The Seasoning," a comical composition by P.D.Q. Bach. "The Seasonings" pokes fun at the 18th-century oratorio style as it sings the praises of various spices.

Campus Hosts Authors, Poets

About 40 aspiring authors of poetry and fiction participated in the March 5-7 Writers' Workshop, sponsored by the GC English department.

Poet Nicholas Lindsay, occasional teacher and poet-in-residence at GC, and Pamela Erbe, a graduate of the University of Iowa Writers' Workshop whose short stories have been published in *Redbook* and *Ms* magazines, served as resource persons for the workshop. They critiqued participants' work, read their own poetry and fiction and took part in a panel discussion on "Writing for the Marketplace."

Business And The Liberal Arts

By Delmar Good

As a faculty member in the department of business and economics at a liberal arts college, I was gratified to read an essay in the *Wall Street Journal* encouraging businesses to hire liberal arts graduates. For I am convinced that the liberal arts provide critical ingredients for a career in business.

What does that liberal arts education include? First, it means learning the basic tools and concepts of business — accounting principles, statistical concepts and the principles of economics. The department of business and economics at Goshen offers three majors — accounting, general business and economics. Our commitment to teaching necessary business skills is clear: we constantly strive to help students achieve excellence in finance, marketing, accounting and data processing.

And yet, an accounting major might have 50 percent of his or her courses in the arts, English, psychology or Bible. In addition to economic and business theory, students need to achieve self-understanding, to learn how to relate to others and to examine their own values critically. In 1929 Alfred Whitehead, defending the establishment of a school of management at Harvard University, said:

> The antithesis between a technical and a liberal education is falacious. There can be no adequate technical eduction which is not liberal, and no liberal education which is not technical; that is, no education which does not impact both technique and intellectual vision.

Requiring non-business courses for an accounting major underscores our commitment to education that encourages the holistic growth of students. This type of major recognizes that the ability to work and communicate with others, and ultimately to be responsive to and responsible for others, is critically important for people in business.

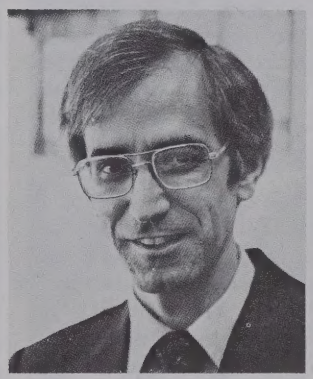
One of my greatest compliments as a teacher came from a former student who assured me that the senior seminar I developed, Management Policy and Social Responsibility, was one of his most "practical" courses. The course offers students the opportunity to test their Christian values by looking at cases and by bringing Christian business persons to class. Students are asked to articulate the *social*, not just the personal, responsibilities of business. And together we have sought models of how personal ethical values can inform our decision-making.

We have talked to a union official from a coal mine, and an international marketing executive. We've visited a black-owned bank and a small shopping center operated by a former community organizer. Small businessmen, realtors, bankers and consultants have shared their views with the class. I am delighted that a student later agreed that testing values and ethical questions with these people had been a practical educational activity, not just a bow to some theoretical ideals.

The *Wall Street Journal* writer concluded:

> Students with any academic background are prepared for business when they can educate themselves and continue to grow without their teachers, when they have mastered techniques of scholarship and discipline, and when they are challenged to become all they can be.

The business and economics department at Goshen is committed to helping students reach the point where they are continuing to learn without their teachers and are prepared to test what it means to "become all they can be" as Christians in business. We believe studying business in a liberal arts context makes that goal possible.



Del Good is professor of economics and chairperson of the business and economics department at Goshen College.

May

15 ..... Workshop: "Membership and Leadership in the Congregation"
20 ..... Second Spring Term Begins
24 ..... Benjamin Luxon Lieder Concert
25 ..... Bill Crofut-Benjamin Luxon Folksong Concert

June

6 ..... Gallery Opening: Raku Group Show
13-18 ..... High School Music Week
Workshop For Piano Teachers And Students
Computer Camp
14 ..... Third Spring Term Begins
25-27 ..... Conference: "Spirituality: Living the Presence of God"

July

2 ..... Third Spring Term Ends

Farming In A High-Risk Age:

Making A Living, Making A Life

By Rich Gerig

Dad was right. He shook his head when the young tigers of the 1970s threw themselves wholeheartedly into borrowing themselves rich. Now many are in trouble.

What went wrong? The landscape changed. Permanently.

Much like a volcano, forces were building under the seemingly solid suface of the economy. Expensive social programs, the Vietnam war, labor unions and tax policies all added to the pressure.

Then came OPEC. Few realized the huge crack oil prices would leave. Inflation shook the economic seismograph, and government tried to relieve the pressure with policy changes.

Finally, the top blew and blanketed farmers with economic ash. . . .

—Farm Journal, March 1982

If there were ever any doubt, there's not much question these days that farming is a business. Far removed from the days of small-scale subsistence farming, farmers are affected directly by national and international events that once seemed insignificant and distant. Today's farmers use words like futures, embargo, hedging and subsidy. In the present economy it takes real business savvy to stay afloat — and many farmers aren't.

Analysts say that American agriculture is in its worst recession since World War II. But where earlier economic problems followed years of low farm income, the current crises come on the heels of the best conditions many farmers have ever had.

Today, high interest rates and production costs, combined with low grain and livestock prices, are the major problems. Other causes, many of them out of farmers' control, have contributed to the economic hardships, too. Favorable weather conditions allowed record crops when the world economy was sluggish and embargos were established against several foreign countries. At the same time, the cost of chemicals, fuel and machinery continued to escalate, interest rates were at an all-time high and competition from foreign producers increased. In addition, high land prices made it almost impossible to buy or rent additional acreage.

Simon and Marjorie *Good '47*, their son *Marty '76* and his wife *Ann Harnish Good '75* are farmers who are determined to withstand the present economic problems. Their intense commitment to their livelihood is typical of many farmers, for whom "farming has been a way to make a living, and a way to make a life," as Simon described it.

Like many Mennonite boys of his generation, Simon never doubted he would be a farmer. "Because my father had farmed, it was taken for granted that I would," he remembered, "even though a few Mennonites taught school or did other outlandish things after high school."

Three generations of Good farmers: Marty, Matthew and Simon.

Marty's involvement in farming came more by choice. He had no plans to return to the farm when he left for college at Goshen, but by the time he received his degree in business he wanted to go back. "Farming is much more of a business these days, so there was a direct connection with the courses I took at the college," he pointed out. "Farmers must have management abilities, and know how to analyze the way their operation is going. Besides, I had always enjoyed farming and animals, and I just couldn't see myself sitting in an office."

The Goods grow corn and soybeans on their 720-acre farm near Valparaiso, Ind. To make room for Marty, they have also expanded into hog production, farrowing and marketing 1,500 head each year. In hearing them talk, the economic facts-and-figures of agribusiness take on personal faces, hopes, values and dreams.

"Farming is a very capital-intensive industry that requires large sums of money these days," said Marty Good. "Because we don't have a large profit margin for the goods we produce, we have to increase volume, but that results in overproduction and lower prices in the marketplace."

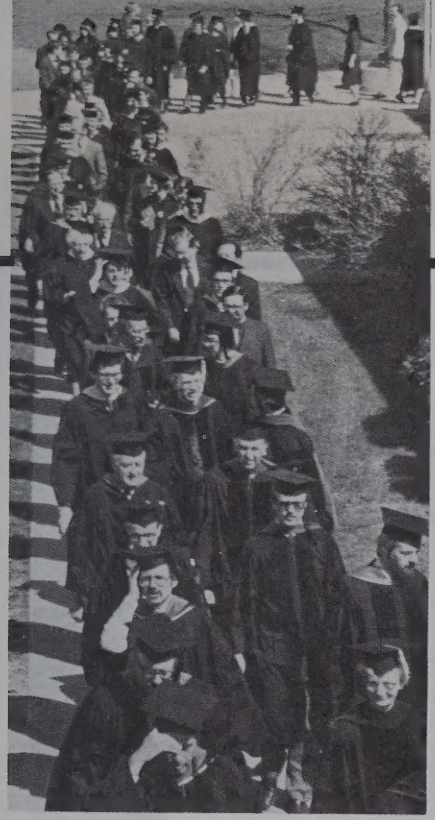
Simon Good claimed that economic conditions for farmers are the worst he has seen in his lifetime. He predicted that farms are going to get bigger in the near future, and he doesn't like it. "A lot of farmers are spending money like the government, borrowing huge sums of money to get bigger. To farm that way doesn't make sense for the community, the nation, or for the church. In my opinion, small business is the backbone of our economy. People involved in small business take personal interest in their work and produce better products."

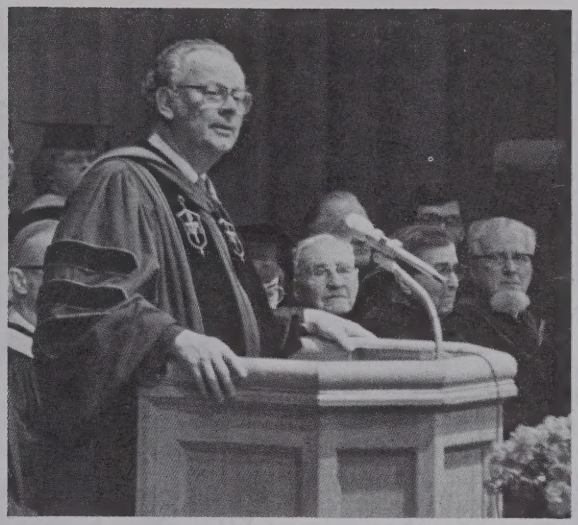
Only three percent of the American workforce is involved in farming in the 1980s, and the number is declining. Between five and 10 percent of Indiana's farmers were in real financial difficulty in 1981, to the extent that they had to decide whether to continue their operation in 1982.

Amid the numerous corporate farms and outright failures, the Goods are part of a vanishing tradition — the successful family farm. Why do they stick it out?

Spend a little time with them and the answer is obvious: they love farming because it promotes what they believe in.

"I want to raise my kids in the country where they can see me go to work and be a part of it," Marty said. According to Simon, it has to do with values and faith: "It's a way to make a living and a way to make a life."





Graduation Day '82

Perfect springtime weather added to the festive mood at the 84th Goshen College Commencement, held the afternoon of Sunday, April 18. Scenes from the day included, clockwise from upper left: GC faculty members marching to the Union; Indiana Methodist Bishop James Armstrong presenting the commencement address; social work graduate Pamela Ackley receiving her diploma; Jean Bender Bontrager, social work graduate Joan Bender and their parents, Paul and Virginia Bender; nursing graduates Jill Stauffer, Bal Kumari Rajkarnikar and Wanda Schrock; and a crowd of new alumni, their families and friends following the ceremony.

Small Businesses Are The Most Innovative

By Korla Miller

"If someone had told me five years ago that I'd be teaching at Goshen College today, I'd have thought they were crazy," confessed Leonard Geiser, assistant professor of business. Five years ago Geiser sold his appliance and electronics business to begin a career as a financial consultant for small businesses. His consultantship evolved to professorship.

"My wife says a midlife crisis brought on my decision to leave my business after 20 years," Geiser reports with a smile. Actually, the idea was planted long ago. "I was at a seminar sometime in the 1960s," Geiser remembers. "The speaker challenged each of us to do some long term goal setting not only for our businesses but for our personal lives." At that point, Geiser decided he wanted to change vocations by the age of 50.

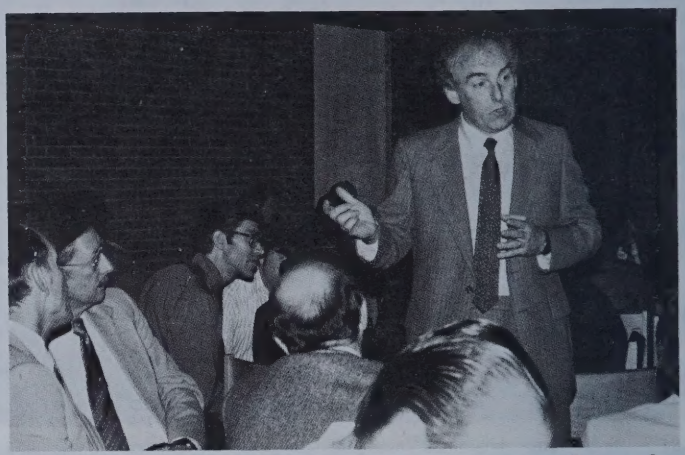
In 1978, after two years of consulting work in Orrville, Ohio, for the National Association of Retail Dealers of America (NARDA), Geiser moved to Goshen to become executive secretary of the Mennonite Industry and Business Association (MIBA). "My pace of life slowed tremendously," he recalls. "I did some weekend work for MIBA, but many weekends I wasn't doing anything. I'm used to being active and on the go all the time."

After two years with MIBA Geiser returned to school. "My work with MIBA exposed me to many problems outside the appliance and electronics business that I didn't understand well," he explained. He enrolled in a weekend master's program at the University of Chicago. At that point, Delmar Good, professor of economics, approached him with the idea of teaching at Goshen. "Del talked to me about teaching when I first came to Goshen," Geiser said, "but I didn't think it was a very practical idea because I had never done any graduate study." Geiser was later convinced that 20 years of successful experience in the business community qualified him for the front of the classroom.

He has found his dual role as teacher and student keeps him sufficiently busy. "But it's a different kind of pressure than I'm used to," he reports. "At Goshen, it's pretty easy to intellectualize. In the business world you can't control what's happening as easily."

Teaching undergraduates has required some adjustment for Geiser. "When I worked with NARDA, I did a lot of seminars. I worked with adults in the business community who came to the seminars looking for answers to specific problems. It's completely different than teaching a group of students who've had no practical experience."

As director of the Management Development Program, Geiser keeps in touch with the local business community. He is currently teaching a 12-week continuing education course on managerial accounting. Geiser has also headed several other seminars directed at local business people this year. Feedback has been very positive, he says.



At a small business seminar, Len Geiser explains the management skills needed to survive in today's economy, drawing on his 20 years of experience as a businessman.

Geiser admits his bias toward small business. According to him, big business gets all the help it needs from large universities and from the government. "It is the small businesses which generate most of the new jobs in this country," he explained. "Most ideas, innovation and new products are created through small businesses. The future of small business certainly isn't as rosy as it could be, particularly in a recessionary economy, but the prospects are still very good. For every business that closes, there is another to take its place. Someone always has an idea.

"It is a given fact," he went on, "that making a profit is an objective of all businesses." Some Mennonites seem to feel "profit" is a dirty word. "That's one thing we Mennonites get a little confused," Geiser suggested. "We look at profit as being extra." A reasonable profit must be made or the business cannot exist. "Profit is the price you pay for being in business tomorrow," he explained. "Without it you have nothing to reinvest."

Profit, as Geiser has observed it, is not the ultimate motive for the Mennonite business person. "Many are very much concerned with the well-being of the people who work for them," Geiser said. "They feel a tremendous responsibility toward their employees, toward the community in which they live and toward the church."

"Some people feel it is very difficult to be a Christian and be in the business community. Some people feel it is impossible. I don't. I'm firmly convinced that as Mennonites, as Christians, we *can* be in the marketplace. We *should* be in the marketplace. And we're *going* to be in the marketplace.

"My hope for the business department at Goshen is that we produce effective business people who are effective Christians as well."

Korla Miller is a GC senior from Bellefontaine, Ohio.

Wyse Organizes Japanese Library

Rosemary Wyse, assistant professor of English, left for Japan on April 15 in order to organize what will become the Friedmann-Sakakibara Anabaptist Library.

Before leaving for Japan, Wyse spent several months developing a card catalog for the 4,500-volume library, which combines the collections of two Anabaptist scholars, Austrian native Robert Friedmann, a one-time faculty member at GC, and Gan Sakakibara, a Japanese economist. During her three weeks in Japan, Wyse will physically organize the library and train its caretaker. The library will be housed at the Mennonite Center in Tokyo.

Show Features Women Of Peace

The C. Henry Smith Peace Lecture for 1982-83 will be presented by June Alliman Yoder, assistant professor of communication. But this "lecture" will be in the form of a lively one-woman show.

Yoder will dramatically present the stories of women whose lives have made significant statements about peacemaking. The cast of characters has not been chosen, but Yoder plans to investigate a variety of "Anabaptist foremothers, Bible women and contemporary women."

Yoder's dramatic presentation will be given at Goshen and Bluffton colleges within the next school year, as well as at other schools and churches.

Faculty Contribute To Student Aid

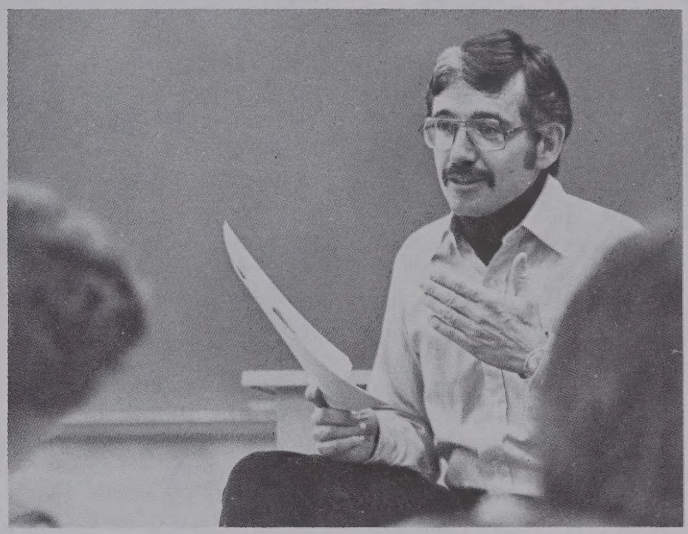
By action of the Planning and Budget Committee in late February, Goshen College will designate all increases in faculty contributions to student financial aid to make up for cuts in government programs for the 1982-83 school year.

"We may not know the final situation on federal programs until mid-summer, but with this additional cushion, we should be able to keep most awards comparable with this year's aid packages," said Phyllis Wulliman, acting director of student finance.

Several faculty members have decided to give their entire five percent salary increase to students in the form of financial aid.

Wulliman and others in her office have been mailing tentative aid packages to students since late April. All aid is awarded to eligible students on a first-come, first-served basis.

Lilly Fellowship To Hess



J. Daniel Hess, professor of communication, has been awarded one of 11 fellowships recently granted to Indiana college faculty by the Lilly Endowment Inc., a philanthropic foundation based in Indianapolis.

Hess will use the fellowship to fund his 1982-83 sabbatical year, which will be spent at Northwestern University, Evanston, Ill. But he claims he will in a sense "visit Jerusalem, Athens and Hollywood" as he studies Judeo-Christian ethics, Greek aesthetics and current film theory. "I'd like to think about the integration of ethics and aesthetics, to be better able to help students make critical decisions about what they see in the media," said Hess.

(Continued from p. 3)

"producing"? Mine safety expenditures are not "productive," but they are highly necessary.

Government Social Security expenditures also do not help increase current productivity. Although all recipients of retirement benefits have paid heavy Social Security taxes, most will receive much more in benefits than they have paid in taxes. This means that they are supported by the high taxes on people presently employed. Because the elderly need not worry about how to pay for their daily bread and possible medical care, they are free to enjoy their retirement in creative leisure or in rendering voluntary service. Neither have much effect on the GNP. But to be civilized means that we care for our elderly.

The one government program that has contributed significantly to productivity is aid to education. I can only view with dismay national policies which now seem to make it more difficult for young people to go to college — especially when expenditures for higher education (or for all education for that matter) are being reduced to enlarge an already enormous military machine.

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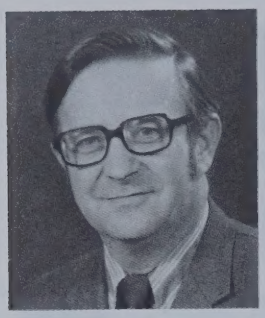

Creating Jobs: A Task For Business Leadership

By John A. Lapp

No one in 1982 can be oblivious to a crisis of enormous impact that is engulfing North America as well as the rest of the world. The United States, as of this writing, has nearly 10 million people unable to find work out of a work force of 110 million. The prospects are that this number will increase. There are no communities and few families which have not felt the pangs of unemployment. College students are a part of the work force hard hit when time for summer employment rolls around.

Goshen College finds itself in the American heartland hardest hit by recession and unemployment. A decade ago Elkhart County boasted about its less-than-zero percent unemployment, importing many workers for its thriving industries. Today, even after hundreds of workers have left Northern Indiana, the county has 12 percent unemployment, worse than the national nine percent but better than neighboring Michigan's 16 percent. The college has promoted a Study And Work (SAW) program to enable students to finance college attendance. The idea continues to be valid, but the jobs are almost non-existent.

These difficulties are part of a much larger and more tragic situation in the rest of the world. There are no completely satisfactory or comparable world-wide statistics on employment/unemployment. Western Europe has many of the same problems as North America. Eastern Europe claims to have solved the problem of unemployment, but the Polish upheaval suggests that this is more rhetorical than actual. In addition there are greater amounts of underemployment than unemployment.

It is in the Third World where the more tragic situation exists. Richard Barnet estimates that 36 million people will enter the world's work force between 1980 and the year 2000. This compares to 22 million who entered the world's work force between 1950 and 1975. Most of the 120,000 new jobs needed each day during the 1980s and 1990s are in a context where agriculture is modernizing faster than industry and services are developed. Barnet calls this the "world employment crisis" which threatens the stability of every continent. The recent Argentine invasion of the Falkland Islands is only one indication of how a government may feel pressed to act in the midst of severe economic crisis with 13 percent of the workers unemployed.

One of the most significant opportunities of our time is to find ways of organizing what the economists have classically called "labor." Indeed in the Third World a reformulated economics may need to again focus more on labor than capital as the driving force for economic recovery and stability.

In Western Europe and North America it has been business leadership that has organized the work force into productive units during the great leap forward in industralization. For a variety of reasons entrepreneurship has not been a prestigious occupation within western culture during recent years. Yet I think one of the great opportunities for societal leadership today is precisely this — the organizing of industries and services which can provide meaningful and useful work.

Work is not only an economic necessity but a requirement for a healthy self-image. Work is an important ingredient in developing a sense of corporate participation in public concerns. Work can be the locus where individual creativity is released and demonstrated. Good work, to use E.F. Schumacher's phrase, not only satisfies the individual but is essential to the public good.

Goshen College hopes to generate a sense of mission on the part of its students to work at a resolution of the contemporary employment crisis. The tradition of entrepreneurship that many students inherit is one to nurture and expand. The department of business and economics has chosen to emphasize small business. Such a choice is obvious for a small institution, but we also believe this is precisely where our graduates can make their most unique contribution. Recent studies have shown that 66 percent of all new jobs in the U.S. have been in firms with 20 or less employees. Thinking small puts entrepreneurship within the realm of the possible for creative leaders. Small business also appears to be able to capitalize on employee creativity and nurture the kind of responsibility that makes corporate activity useful and rewarding. The interest of numerous international students in a business major is a hopeful omen that as Goshen played a significant role in training educators for developing nations two decades ago we can now participate in preparing business leadership.

When one surveys the enormous tensions and tragedies of our time, the need for jobs is usually not listed as a major issue. The way to solving global problems, however, requires more than global thinking. Global problems can only be solved by acting locally. For the rest of this century creating jobs ought to be seen not only as an opportunity for leadership and economic success but as a mission for human well being.

John A. Lapp is provost and professor of history at Goshen College.

GOSHEN

Mennonite Historical Library
Goshen College, Goshen, Ind.

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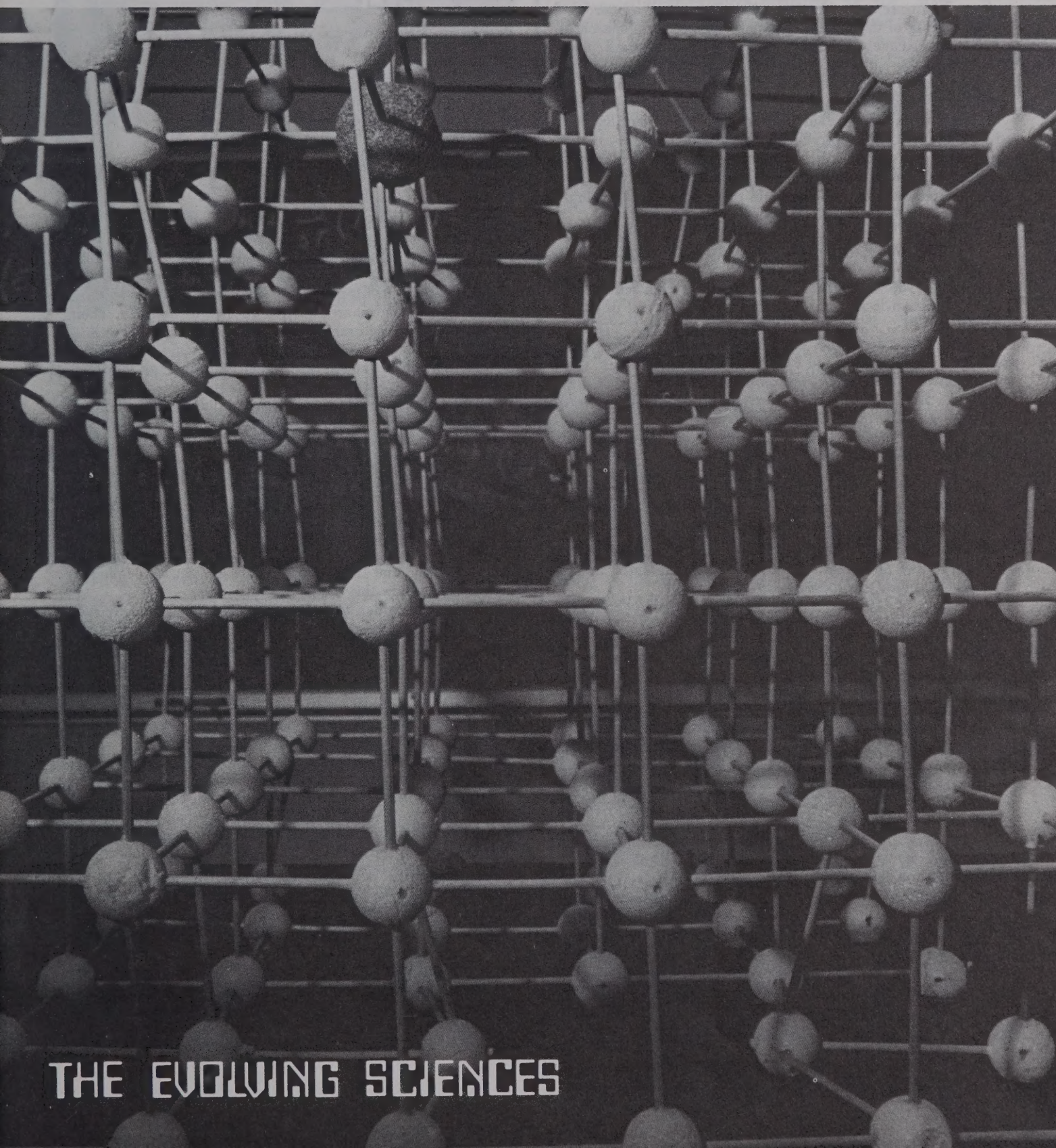

THE EVOLVING SCIENCES

At Issue

Science Literacy Is A Necessity

According to science educators, Americans have a poor understanding of the basic concepts of science. In a speech to the National Academy of Sciences in May, 1982, John S. Toll, president of the University of Maryland, said, "the fastest-growing minority group in the U.S." is made up of "the scientifically and technologically illiterate."

At the same meeting, Paul D. Hurd, professor emeritus of education at Stanford, warned that high schools are graduating students who are unable to participate "fully as citizens in the modern world of science and engineering," let alone assume middle-level careers in science and engineering.

Hurd cited these statistics to prove his point.

•One-third of all high school students have completed three years of math; fewer than one-fifth have three years of science.

•Between 1960 and 1977, the proportion of high school students enrolled in science courses declined from 60 to 48 percent.

•Between 1975 and 1980, enrollment in remedial math courses in colleges increased by 70 percent while overall enrollment increased only seven percent.

Why is science literacy important? According to Jim Miller, a GC biologist, the public is being required to make decisions that involve technical information, but it doesn't have the scientific background to deal with the data. Should we as a society spend money on research to cure cancer, to build a space station, or to produce a disease-resistant strain of rice? Unless we have some acquaintance with current scientific methods and issues, we cannot enter into the debate.

Rival cosmologies, technology in the Third World, and the changing role of the scientist, discussed in this *Bulletin*, are three issues scientists are concerned about today.

—JDY

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SCIENCE AND TECHNOLOGY IN DEVELOPING COUNTRIES

By John D. Yordy

Although it has been a number of years since I was a volunteer with Mennonite Central Committee in Mexico, some memories from that time are still very vivid. I remember in particular the *campesinos* or farmers with whom we worked. Their hospitality was tremendous. They often invited us to eat with them, and they shared their food with us liberally. Their graciousness had cultural and social roots, but it was more than that. It was an expression of gratitude to us for sharing our agricultural technology with them, a technology that was making their lives more economically promising.

Those of us in the West who occasionally feel overwhelmed by the changes science has brought into our lives and who sometimes feel that a less technological society would be a better one, often forget the contribution science and technology have made to developing countries.

They have been largely responsible for reducing infant mortality, raising health standards for much of the population, studying and controlling tropical diseases, improving the availability and quality of water and increasing food production and facilitating its distribution. The following cases illustrate how this happens.

Cassava, from which tapioca is obtained, has a starchy root that is a staple in the diet of millions of people in less developed countries. In the past 15 years scientists have produced new cassava varieties that have more than quadrupled its yield per acre. In addition, studies of cassava predators have identified a wasp that preys on the hornworm, a cassava pest. Since researchers determined that pesticide sprays would kill off these wasps and bring on an even greater worm infestation, the sprays were never used and the ecological balance was maintained.

Cassava, however, has a major handicap as a food: it is nutritionally poor. Research is changing this fact, too. Scientists have discovered that when cooked cassava roots are inoculated with a particular fungus, the fungus produces a protein that enriches the resulting mash, which is used as animal feed. Livestock raised on this improved feed could become a valuable source of protein.

One of the most critical things about bringing technology to the Third World is that it must be appropriately chosen so that it assists the average worker. Frequently this is most effectively done through small-scale efforts, like a chicken-raising project in Haiti involving a number of small farmers. Some agricultural experts there were opposed to attempting such a project since disease was prevalent and chicken feed

concentrates had to be imported from the U.S.

These problems were ingeniously overcome. The Haitians built the chicken coops on stilts three feet off the ground with a floor of wire mesh. This helped prevent disease. After obtaining the formula for the chicken feed, Haitian scientists were able to suggest local materials that could be substituted for items in the concentrate. They substituted rice hulls for bran and papaya leaves for alfalfa. Blood, a waste product from butchering, was cooked and then dried on tin roofs in the sun. This product could then be substituted for fish meal.

This was applied technology at its best, a trickle-down process that really worked. Not only did the small farmers have chickens to sell, but in the process local businesses sprang up that benefited many others.

Scientists have been equally important for their role in controlling diseases that annually kill millions of people throughout the world. This is true for old diseases like smallpox, which was totally eradicated in 1979, and for new unidentified diseases like one that appeared on a Church of the Brethren compound in the village of Lassa in northeastern Nigeria in 1969. Over a period of months the strange disease appeared in other locations, causing many deaths.

The efforts to identify the pestilence, find its carrier and produce a cure involved scientists and research facilities in several countries. Eventually scientists discovered the cause was a virus and they identified the carrier as a small rodent, the mahogany rat. This information made it possible to begin the long processes of developing a vaccine and preventing the disease through rodent control.

These examples show how scientific research has improved the diet and the health of many people in developing countries. However, science is more than a method of inquiry and problem-solving using highly technical equipment and the latest technology; it is also a way of thinking about the world and our relationship to nature. So it is no simple matter to introduce Western technology into a Third World society. A real-life situation illustrates the problem.

Many developing countries do not have adequate natural water supplies, particularly during dry seasons that often last for months. At such times it has been necessary for people to carry water great distances, sometimes for miles. Many communities have improved their water supply by digging wells or piping water from reservoirs or streams.

But when water is piped, the water supply frequently operates only part of the day. People in these communities often try the tap when the water is not being piped. When they see no water flowing, they may leave without turning the tap off. This often results in substantial water loss when the water begins to flow again.

Why would anyone leave the tap open? Since no water came from the pipe, they do not associate turning the tap with the possibility of water coming in the future. They do not think of a tap as a gadget to permit or obstruct the flow of water in the pipe. To us this appears to be common sense, but that is because we have internalized this concept of science. This way of thinking, however, is not as "natural" as it seems to us.

The contribution of science to developing countries by improving health, sanitation, food and water does not mean that the impact of science has always been positive. Science and technology are sometimes misused out of ignorance or greed, just as they are in more developed countries. We must always be cautious in attempts to transfer Western technology and scientific applications to less developed countries. Indeed, there are some who would say that Third World countries are better off without Western science.

However, the issue of whether these countries should have Western science and technology may be largely out of our hands. In many cases they are already there. Our role as Christians should be to help Third World nations raise fundamental questions about the use to which science is put. What are the problems with which science should deal? What is the most appropriate technology for the Third World in the long run? Can technological development occur in a manner that will not cause destructive change to social structures? Should science attempt to contribute to a more equitable distribution of wealth?

Despite the real contributions science has made in the Third World, tremendous needs still exist in the areas of controlling population growth, environmental concerns, the food and health needs of the poor and maintaining an adequate supply of natural resources and energy.

However, before we attempt to solve these problems, let us be certain we have asked the right questions about the impact of science on Third World societies. Let us ask these questions as servants who seek to clarify and assist rather than command. When appropriate, let us share our knowledge of God's world, within the context of our best understanding of His purpose in the world today.

John D. Yordy is associate professor of chemistry at Goshen College.

The Changing Role Of The Scientist

By C. Franklin Bishop

Since 1820, discoveries in the natural sciences have been awesome. Literally all that we know about cells, photosynthesis, respiration, genetics, atoms and sub-atomic particles, space and ocean depths has been learned in the past 160 years — most of it, in fact, since 1930.

Yet, as we explore the innermost parts of the world and the outer reaches of the universe, we are making discoveries we hardly know how to handle. Gene splicing, neurological-manipulatory drugs, organ transplantation, life-extending machinery, human embryo manipulation, nuclear weapons and numerous other means to alter inherited traits, terminate pregnancies or extend life have all been placed within our grasp.

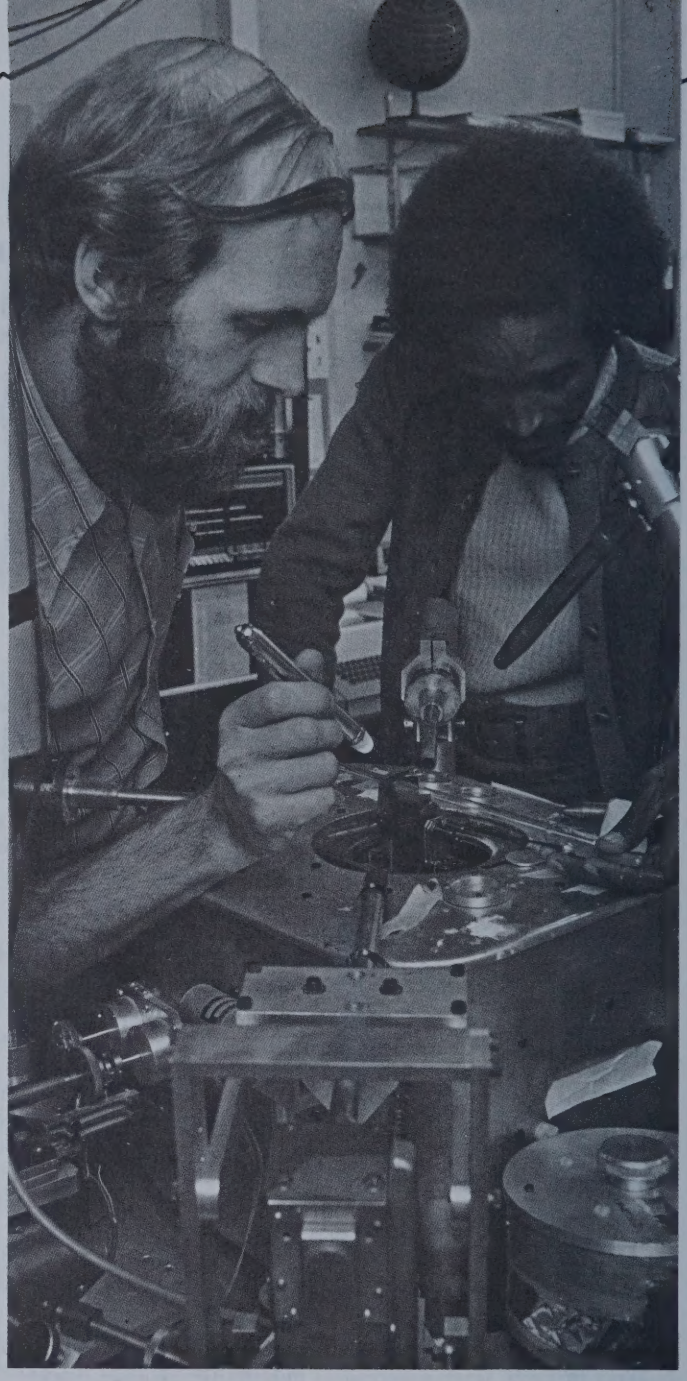
Exploring these areas of science raises several important issues that severely strain our moral and spiritual capacities. One issue concerns the nature and method of scientific research. As applications of research become more profitable, scientists are becoming more guarded in their willingness to share their discoveries with others — a prospect that strikes at the heart of the scientific method. A second issue is the social role of science. More and more the question facing scientists is not, "Can it be done?" but rather, "Is this something that should be done?"

In a recent article in *Science* Dorothy Nebbin summarized these issues rather well. "Is science the pursuit of truth or the pursuit of useful knowledge, a carefully disciplined process or a professional instrumental activity? The ambivalence so apparent in the disputes over the control of research suggests that there have been significant changes in the social role of science and in the importance of research. Indeed, these disputes are part of a larger struggle to renegotiate relations between science and the public that were established at a time when science was a very different social enterprise."

For non-scientists it may be difficult to grasp the importance of the debate on the nature and methods of scientific research, but among scientists the issue is crucial. Traditionally, scientific research has meant that observation, data and conclusions have no validity until they are published and made available for further verification and evaluation by other scientists. In this way of coming to a useful understanding of nature, science is a community.

Today the public aspect of science is being threatened. Fields like genetic engineering have the potential to become very profitable, with the result that scientists working in such fields have become cautious about sharing their discoveries with the broader scientific community.

The dispute between researchers at Scripps Clinic and Research Foundation and those at the University of California, San Diego, associated with the Salk Institute, is a case in point. According to *Science* magazine, the institutions disagree on who first discovered a lucrative new way to produce a synthetic vaccine. Scientists at UCSD claim they informally told scientists from Scripps about a new procedure to produce the vaccine, and that the Scripps scientists then applied for the patent using the information obtained from UCSD. The Scripps scientists claim they had already figured out the procedure before hearing about it from UCSD.



While the patent claims are still in the courts (with millions of dollars riding on the outcome) the effect on the institutions involved has been immediate. "There used to be a good, healthy exchange of ideas and information among researchers at UCSD, the Salk Institute and the Scripps Clinic," said Russell Doolittle of UCSD. "Now we are locking our doors. The threat to scholarship is serious, indeed."

Nicholas Wade, author of the *Science* article that reported the dispute, noted that "the free exchange of information and materials among researchers depends upon an unwritten code of behavior among colleagues, a code that is at present being subjected to considerable stress by the commercialization of molecular biology."

Others issues that concern scientists today are related to the scientists' growing awareness of the social implications of their discoveries. Earlier generations of scientists didn't worry much about how their discoveries impinged on society. They were content to make the experiments and allow others to use the results in whatever way they chose.

The nuclear arms race and advances in genetic engineering and medical technology have changed that attitude dramatically. Genetic engineering, for example, has the potential to alter genes in such a way as to prevent or alleviate the ravages of sickle cell anemia or even diabetes mellitus. At the same time, genetic engineering could have disturbing social consequences. If it became possible, for example, for parents to choose the sex of their children, they might choose to have more boys than girls (or vice versa). The imbalance between the sexes would have social consequences we can hardly imagine.

Medical doctors face some of the most difficult ethical decisions resulting from advances in technology. Sophisticated life-support equipment permits modern hospitals to prolong life far beyond what was possible even 10 years ago. A recent issue of *Medical World News* reported that the Montefiore-North Central Bronx Hospital Center now employs an attorney and a philosopher as a professional ethics team whose job it is to help physicans decide when to shut off respirators, protect confidentialities and honor the wishes of patients who want to die. Nancy Dulber, attorney for the team, traces the need for her services directly to technology. "The new technology creates its own problems. Before there were respirators, a patient who stopped breathing simply died."

Willard Krabill, GC physician, agrees that technology has created horrendous ethical problems. "When a hospital has six kidney dialysis machines and 50 patients needing treatment, how do you decide who gets the machines? That is a decision essentially about who will live and who will die. Do we form committees to decide? Do we draw up guidelines?"

Physicians are facing these questions for the first time. "When I went to medical school," Krabill continued, "we never talked about these issues. We didn't have to. We didn't have the technology to make it happen."

Perhaps in no other area have scientists become more outspoken about the ethical implications of modern technology than in the current debate over nuclear weapons. In many respects, popular concern over the possibility of a nuclear war annihilating the human race is a case of the population at large catching up with what many scientists have been saying for years. *The Bulletin of the Atomic Scientists* has been warning of the threat of nuclear war since 1945, and the Union of Concerned Scientists, while addressing other issues, has been actively opposing nuclear weapons since 1969.

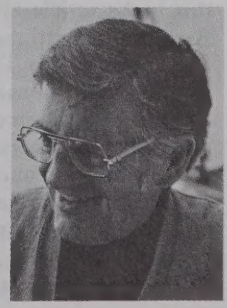
Many groups now oppose the nuclear arms race, but some of the most effective are made up of scientists, not theologians or pacifists. Physicians for Social Responsibility (PSR) is one group that has been increasingly vocal in its opposition to preparation for nuclear war. Roger Unzicker, a family practitioner in Middlebury and Millersburg, Ind., and a member of PSR, is not surprised at the number of physicans who have become involved in this controversial social issue. "Medical ethics has a long tradition of concern for the public good," he said. "If you understand the issue of nuclear war as a health issue, you see that it is a disease we must prevent since we don't have a cure. Physicians can identify with this issue regardless of their political leanings."

Translating their concern for public health into hospital policy, 60 physicians at Contra Costa Hospital in San Francisco have refused a request from the Defense Department that they pledge at least 50 civilian beds to care for military casualities from a future overseas war. The doctors refused on the grounds that participation "would offer tacit approval for the planning of a nuclear war." Since the Contra Costa physicians' action, 10 more hospitals have refused to go along with the Defense Department plan.

Life-extending technology, genetic engineering and the nuclear arms race are challenging the ethical capacity of scientists as never before. Scientists normally think of themselves as dealing with facts, but these issues involve policies whose consequences are very uncertain. Collecting more data will not solve the issues because they are essentially moral, not scientific. Science can tell us certain things about the physical process of dying, and those are helpful, but they don't settle any moral issues concerning euthanasia. All the science in the world is not going to lead to morality.

"Decisions on such matters as building an airport or a power plant, or damming a river, inevitably involve value judgments as well as technical facts," said John T. Edsall, professor emeritus of biochemistry at Harvard University. "Expert testimony in such matters is likely to be colored, consciously or unconsciously, by the expert's system of values."

Now more than ever it is important that science be infiltrated by persons who are not only skillful scientists, but whose moral and ethical sensitivities are honed to a fine edge. We do not need a practical mechanical heart as much as we need people who are ethically sensitive in their use of the technology we already have.



C. Franklin Bishop is professor of biology at Goshen College.

Cosmologies Must Be Tentative

By Robert C. Buschert

Recent court cases involving the teaching of evolution and creation in public schools have revived the old controversies between science and religion. Should we become involved in this current controversy? A common view is that scientists should settle scientific questions and theologians should deal with religious questions, and if they stayed in their respective fields, there would be no conflict.

The problem with this two-pocket approach is that cosmology has both religious and scientific dimensions. Since cosmology (or world view) deals with how things came about (origins), how they keep going and where they're headed (destiny), it has profound implications for our understanding of the meaning of our lives and for our decisions and actions in shaping the future. The present gradual shift from a Christian to a "scientific materialist" world view has had a significant effect on our thinking. We cannot afford to sit back and wait for the dust to settle.

Evolution And Secular Humanism

Jerry Falwell of the Moral Majority and the Creation Research Society are responsible for the recent attacks on the teaching of evolution in public schools. They have also sponsored some attempts at legislating equal time provisions for the teaching of "scientific creationism" in the schools whenever evolution is taught — what they call the "fairness" doctrine. This has brought on a furious reaction by a broad spectrum of people who consider this an attempt to get the state to propagate "religious dogma," which is forbidden by the separation of church and state doctrine. One example of this is the article attacking the Moral Majority written by A. Bartlett Giamatti, president of Yale.

Writing a "My Turn" article for *Newsweek*, Falwell said that the educational establishment has been promoting the dogmas of a religion, which he calls "secular humanism," for years, and all he wants is a little fairness. After reading both these articles I concluded that, while the Yale president may not be stupid, he has his limitations, and that Jerry Falwell is not stupid and (a most heretical thought) he is not always wrong!

The situation has become sharply polarized with almost all recent science magazines carrying articles and letters to the editor on the creation vs. evolution controversy. Most of them express great concern about the danger of the Moral Majority persecuting free science and bringing back Middle Ages-style repression by the church.

What Is This Dangerous Creationism?

Creationism is based on a literal interpretation of Genesis where God created fixed species instantaneously. The theory also holds that the universe is no older than about 10,000 years. In fact, most of the group's energy goes toward discrediting dating methods. Philosophically it is a closed system: answers to all questions are to be found within the system. As a result, I would call it a fundamentalism.

The Dominant Religion Of Our Day

Still Falwell's warning about secular humanism is important. There is a secular humanism, or what I would call a "controlling world view," that is widely taught and functions as the dominant religion of our day. We have not been sufficiently aware and critical of this world view. It is usually so mixed-up with current scientific theories that it is difficult to separate the science from the religion.

Secular humanists deny that they represent a religion or teach religious dogma. According to Harvey Siegel, a philosophy professor from California involved in a creationism-evolutionism court case, "Secular humanism, an ethically sophisticated view that asserts the fundamental dignity and worth of humankind, is essentially nonreligious: it holds no dogma or faith, it makes no claims concerning the divine or supernatural. Secular humanists do not pray, meditate or in any way acknowledge divine or supernatural forces in the universe." It is this kind of arrogant, dogmatic and judgmental statement that makes it difficult for us poor unsophisticated Christians to deal with secular humanists dispassionately!

With regard to the conflict between religion and science, most of us have the idea that religion was the chief if not the only opponent of new scientific theories, and that it has always lost these fights. Carl Sagan in his "Cosmos" series

Since cosmology deals with how things came about, how they keep going and where they're headed, it has profound implications for our understanding of the meaning of our lives.

gave the impression that religion (and superstition or myth — he always ties them together) has always vigorously opposed science. In fact, the first opposition to Galileo's vigorous teaching about the Copernican idea that the earth moves around the sun came from the academic community of Galileo's rivals. Later the church was drawn into the argument and its actions were inexcusable.

At first the common man was untouched by these crazy ideas. He knew that you'd get your hat blown off if the earth went flying around the sun like that. But when the idea that the earth was not the center of the universe was accepted, it had a profoundly unsettling effect on Christians. How does one deal with Scripture that seems to imply it is the sun that moves? This problem in various forms is still with us.

Darwin Unsettled Many Christians Again

Probably the greatest jolt to Christians came from the theory of evolution introduced by Darwin over 100 years ago. Darwin asserted that life evolved from inert matter, and higher forms came from lower forms over the course of a long time. The driving force in the process is the selection of the more fit species from among variations. All of this occurred without a "creator" or any need for the special creations recorded in Genesis. This seemed to clash with the Bible in a much more direct way than ever before, and some people wondered if there was anything you could trust in the Bible.

Scientists have greatly modified Darwin's theory of slow changes of one species to another (there simply isn't time) into the currently debated "punctuated equilibrium" of Gould and Eldridge. In this version of evolution, new species "suddenly" appear by an unknown mechanism, remain unchanged for a long time and then die out.

Meanwhile, evolution has become the accepted organizing principle for the study of biology and the development of human consciousness, and it has been combined with astrophysics to give a comprehensive world view.

Sagan's "Cosmos" Updates Darwin

The "Cosmos" series (13 TV programs and the book) by Carl Sagan is perhaps the most comprehensive and best current statement of this cosmology. Unfortunately, Sagan's world view or religion is so mixed-up with his science that I am sure most people accept it all as science. "Cosmos" begins with the dogmatic statement, "The cosmos is all that is or ever was or ever will be." Here I am indebted to the theologian Clark Pinnock for comments on the series.

> *The grand epic started with the big bang and will end in oblivion, but in the meantime what a show! In time man emerged king of the earth and is just about ready to begin exploring the universe in earnest, whereupon according to Sagan he is almost certain to discover other civilizations more advanced than our own. This may, by the grace of nature, bring him to his senses. Man on earth, you see, is a nasty quarrelsome species and needs the correcting, even saving, influence of other intelligent beings to bring him to his senses. When that happens, mankind will be relieved to know it is not alone in the universe and finally realize how foolish all its petty parochialisms of politics and religion are.*

But would this encounter have such an effect? The history of encounters between advanced civilizations with primitives has been uniformly disastrous for the primitives on our planet. One writer has argued that we should not try to contact extraterrestrials because of this. Pinnock wryly comments that there is an extraterrestrial that Sagan ought to meet but, sadly, he denies God's existence.

More seriously, Sagan's dogmatic assertions about how creatures as highly complex as man emerged from the primeval soup, without discussing the difficulties of these theories, are more faith statements than scientific ones. He has a system within which all the answers are to be found or at least will be found and that, with his dogmatic assertions, makes him a fundamentalist in my opinion.

Apparently the difficulties of evolution led Francis Crick, Nobel prize discoverer of the structure of the gene and the genetic code, to write *Life Itself — Its Origin and Nature.* The central theme of this book is that life did not originate on the earth but was deliberately seeded from somewhere else. This theory, however, only postpones rather than solves the problem of the origin of life.

In a review of Crick's book, Sagan said that a civilization intent on colonizing a ripe but lifeless earth would have no scruples about repeated intervention in the subsequent evolution of the seeded planet. Sagan continued, "But this natural consequence of Crick's hypothesis does not, I suppose, sit too well with him; it is much too close to the old-time Western religion he decries as a sign of our backwardness and superstition."

In an aside Sagan added, "After creating life, the God of the Judeo-Christian-Islamic myths repeatedly intervened in human affairs when He was dissatisfied with the flow of events. For myself, (Sagan says) the idea that life arises on many worlds — by the laws of physics and chemistry — seems sufficiently ennobling to satisfy anyone's predilection for the holy!" And then this key statement, "but it is very hard to approach the question of the origin of life without coming to grips with religious sentiments of one sort or another."

Science Is A Relatively New Creation

Victor Weisskopf, a scientist at M.I.T., in an article on science and art, summarizes our present situation well when he says, "Science is a relatively new creation of the human intellect. Before its appearance the approach to human experience was essentially holistic. Myths, religions and philosophies tried to derive the totality of human experience, external and internal, from one leading principle and thus to provide it with meaning."

Then Weisskopf goes on to show how the scientific world view emerged. Scientists shunned general questions in favor of questions about separate things. General laws about the structure of matter emerged from these limited studies.

Then he says that the holistic character of scientific insights differs greatly in character from that of myth,

Following the usual course of history, current cosmologies will probably disappear and seem silly, or be drastically modified.

religion and art. First of all, it does not directly include what we commonly refer to as the human soul, our feelings of awe or desolation, our ambitions, or our conviction of right and wrong. It includes only the physiological phenomena accompanying these realities. The holistic character of science refers to the unity of natural phenomena outside our souls.

The decay of previously existing sources of meaning, sense and purpose, such as myth and religion, have left a big void in our bellies, a void that we crave to fill. Every human being craves for meaning. The answers to these cravings must by necessity be holistic.

Weisskopf's answer to the dilemma is disappointing. His plea is for more enthusiasm and awe for the scientific quest and hope for hope.

Most Current Cosmologies Are Reductionistic

These cosmologies all start with matter and energy alone (no God or intelligence) in a highly unusual, arbitrary, concentrated state that resulted in the big bang 15 to 20 billion years ago. Intelligent life as we know it arose as an accident in an insignificant corner of the universe. Some, such as Sagan, believe the universe is teeming with intelligent civilizations. Others — a growing number, probably a majority by now — believe we are alone. A conference two years ago was titled, "Where Are They?" (meaning the extraterrestrials); Sagan refused to attend.

Current cosmologies derive their explanations of the whole (life, consciousness, intelligence) from an understanding of the parts (the atoms). They start at the bottom and work up. This method is an assumption, a belief, a statement of faith.

Starting With Life

Dicke, Wheeler and some other cosmologists take a radically different approach. They start at the top with life, the intelligent observer, and explain matter in terms of life — a sort of working down. Rather than life and the intelligent observer being an insignificant accident, they are central to our understanding of the universe. This is simply starting at a different point or level.

Hoyle, an astronomer cosmologist, recently wrote that "for higher life forms to have evolved by chance is comparable to the chance that a tornado sweeping through a junkyard might assemble a Boeing 747 from materials therein." Jukes, of Berkeley, in a letter in *Nature* scolded Hoyle for attacking evolution, and then described the development of the 747s from simple early planes to present complex models. "Wide-bodied jets," he said, "evolved from small contraptions made in bicycle shops. Or in junkyards." Replies to Jukes' letter pointed out that to speak of the development of airplanes only in terms of evolution is ridiculous. People built them, and every step in their development took creative minds.

Both Cosmologies Have Flaws

Weaknesses in the theory of evolution do not automatically mean that creationists are correct in their literal interpretation of Genesis, as they would like us to believe. Their view that the universe came into existence in final form instantaneously and that it has remained essentially unchanged ever since is much too narrow and rigid. It ignores changes that have occurred in species and disregards the fact that the universe is billions of years old.

Yet Falwell and the creationists have driven us further into the other camp than we should go. Sagan's theory that "the cosmos is all that is" has steered us away from asking why the cosmos is the way it is. We now smile about the Aristotelian view that stones rejoice as they fall to their proper place. We know dogmatically that stones don't rejoice or have a proper place. They just exist. That is all. After hundreds of years of ignoring questions of purpose we've gradually come to believe there is none.

A more serious example. Isaac Asimov, in a recent article about the dangers to science of the creationists, ridiculed them for believing in heaven and hell. Now Asimov knows dogmatically there is no such thing. Mechanistic views of life have convinced many that there is no afterlife, even though a future existence outside of space and time is beyond the realm of science.

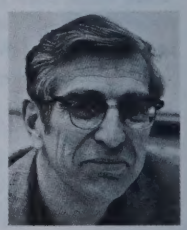
Asimov's attitude has certainly affected us. We're embarrassed to talk about the afterlife. I've heard theologians argue that the concept of an afterlife is a later distortion not present in the Old Testament. Well, pacifism developed later too, but we keep it. A personal hope in an afterlife is fading away. A collective hope for the survival of the gene pool in ecological harmony is no substitute.

"In The Beginning . . ."

I hope my remarks have shown that current cosmologies and world views are tentative and partial views. We need to be more cautious about rearranging our theological furniture to fit them. Following the usual course of history, they will probably disappear and seem silly, or be drastically modified. We may need to hold them in tension with other ways of knowing (such as revelation) for a long time.

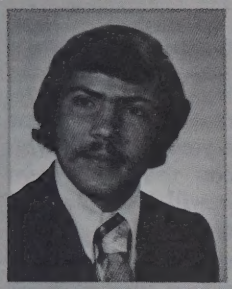
Leaving aside difficult questions of how literal, poetic or mythical the Biblical account of creation is, I believe we should take seriously the Biblical terms "created," "made," "work" and "rested" used to describe God's initial activity. Biblical scholars like Millard Lind have talked about God's continuing struggle with humankind, of His "repenting" or changing His mind, depending on humanity's response to His actions. May we not suppose that these terms used to describe creation imply a similar kind of prolonged struggle with nature?

How did it all come about? For me the starting point is not the primeval atom or the big bang, but the statement, "In the beginning God created. . . ." As to the details, I'm open-minded and eagerly awaiting developments in this exciting field.

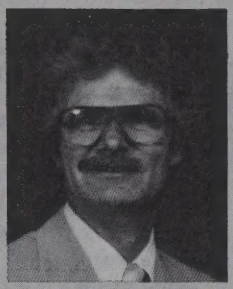


Robert C. Buschert is professor of physics at Goshen College.

Alumni



Wes Bontreger



Richard Mark

Alfonso Valtieria

Board Nominees Named

Wes Bontreger '81, Richard Mark '55 and Alfonso Valtieria '67 have accepted nominations to the Goshen College Alumni Board, beginning in April 1983. All appointments are for three-year terms.

The three board positions are made available by the conclusion of service in October 1982 for **John Lehman '39**, Elkhart, Ind.; **James Miller '72**, Paoli, Ind.; and **Gail Fisher '69**, Eureka, Ill.

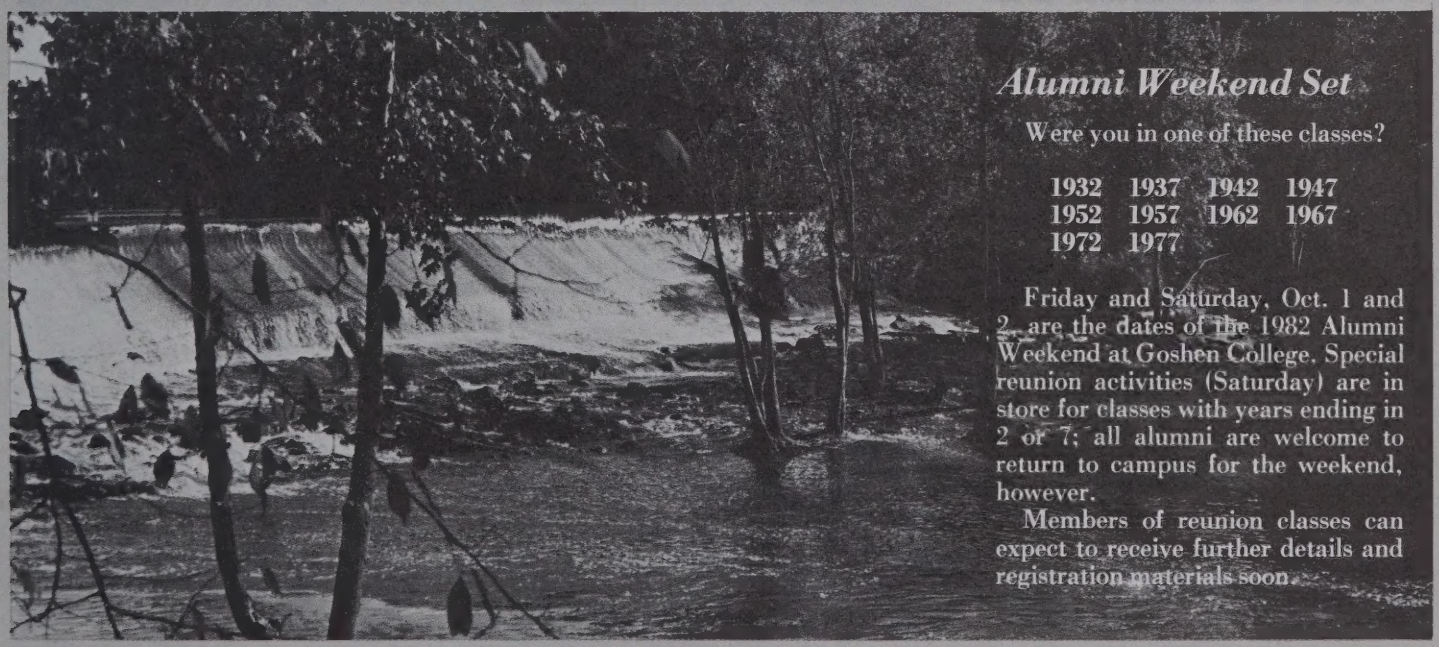
Wes Bontreger has completed a two-year appointment on the alumni board as the senior class representative. A psychology major at Goshen, Bontreger is just finishing his first year of study at Fuller Theological Seminary in California, and plans to continue course work at the Associated Mennonite Biblical Seminaries in Elkhart next December.

Richard Mark practices dentistry in Elkhart, Ind. In addition to filling teeth for many Goshen alumni, he and his wife **Ruth Ann Litwiller '56** have filled seats at GC through sons **Jeff '81** and **Wes '83**. Two other sons are Wayne, a freshman at Rose-Hulman, and James, a high school sophomore.

Alfonso Valtieria, North Riverside, Ill., is an administrator in the Chicago-area schools. He has held several assignments in bilingual education with the Chicago Board of Education and has also been active in the Mennonite Church's High Aim program. Valtieria's board term will begin in October 1983, following completion of service with the Mennonite Board of Education.

The three nominees, chosen last April by the alumni board's nominating committee, will be officially approved by the alumni present at the annual business meeting, scheduled as part of the alumni banquet Oct. 2. Nominations of other alumni for board membership may be submitted to the alumni office until Aug. 15.

"I want to give official recognition and express personal thanks for the contributions made by John Lehman, Jim Miller and Gail Fisher," said alumni director Rich Gerig. "Each of them were regular in attendance at board meetings, but more than that, they were also regular with creative suggestions and ideas. I enjoyed working with them."



Alumni Weekend Set

Were you in one of these classes?

1932 1937 1942 1947
1952 1957 1962 1967
1972 1977

Friday and Saturday, Oct. 1 and 2, are the dates of the 1982 Alumni Weekend at Goshen College. Special reunion activities (Saturday) are in store for classes with years ending in 2 or 7; all alumni are welcome to return to campus for the weekend, however.

Members of reunion classes can expect to receive further details and registration materials soon.

The *1982 Goshen College Alumni Directory* is still available. Make checks ($7.50) payable to GC, and mail to the Alumni Office.

Alumni Can Aid Recruitment

By Dennis Koehn

Did Goshen College make an impact on your life? Was the college a setting for the development of a more mature Christian faith, vocational direction and lifelong friendships? Would you like to be involved in helping today's young people find similar opportunities for growth and development at Goshen? I hope that many of you can answer positively to these questions.

Alumni have the most authentic and intimate understanding of Goshen College because they have been direct recipients of the many things it offers. In the same way that owners themselves are the most reliable sources of information about new cars, young people will listen carefully to alumni as they seek to make decisions about whether to go to college, and then which college to attend.

During the past year a small group of Goshen alumni — **Diane Alderfer Kropf '68**, Harleysville, Pa.; **Anne Harnish Weaver '58**, Blue Ball, Pa.; **Marty Detweiler Savanick '73**, Scottdale, Pa.; **Tom '80** and **Dee Schrock Albrecht '80**, Dalton, Ohio; **Cal Britsch '69**, Archbold, Ohio; and **Connie Miller Yoder '77**, Normal, Ill. — have become directly involved in the admissions process. Their work has involved making contacts with prospective students who have applied, supporting their interest in GC through personal communication, inviting them to area alumni meetings and helping with trips to the campus. Our admissions staff has appreciated their willingness to assist us in this way.

This summer we are asking you alumni to take another step towards greater involvement with student recruitment. In June you received a letter asking you to send us the names and make contact with non-Mennonite, Christian youth who might benefit from a Goshen College education. This group is often hard for us to identify. We are also prepared to mail a "recruitment packet," which contains materials and information about current college programs, admissions procedures and financial aid, to assist alumni as they contact these prospective students.

We in the admissions office anticipate significant benefits from the efforts you alumni can make for us. But we also hope that this assistance will provide you with a meaningful opportunity for involvement with today's young people. There is real excitement in standing beside a young person who is making a decision that will have lifelong impact. We will look forward to working with you.

Dennis Koehn is director of admissions at GC.

Area Meetings Held In Winter, Spring

From Pennsylvania to Arizona, Iowa to Florida, Goshen College alumni and friends renewed relationships with each other and with college faculty and students at 11 area meetings in the past months. Below is information about each meeting, including those who served as hosts and participants.

Date	*Location*	*Alumni Hosts*	*GC Representatives*
Jan. 7	Phoenix, Ariz.	H. Harold Hartzler '57	Mary Oyer '45
Feb. 15	Denver, Colo.	Mahlon Amstutz '52	J. Lawrence Burkholder '39
March 15	Louisville, Ky.	Tom Lehman '69	Willard Krabill '49
March 19	Sarasota, Fla.	John Lehman '39	Rich Gerig '72
March 20	Laurelville Mennonite, Camp, Pa.	Willard Martin '61	Gerry Reimer '56 Students Carolyn Dueck '83, Brian Swartzentruber '83
April 3	Kalona, Iowa	Orie Gingerich '48	Vic Stoltzfus '56 Rich Gerig '72
April 24	Millersburg, Ohio	Al '71 and Marcia Buller Glick '75	J. Lawrence Burkholder '39
May 1	Normal, Ill.	Randy Schertz '71 Rachel Zehr '60 Janet Miller Litwiller '57	Larry Yoder Rich Gerig '72
May 14	Orrville, Ohio	Randy '77 and Amy Yoder Murray '78 Wayne '60 and Phyllis Rensberger Kornhaus '58	Howard '47 and Verda Lambright Kauffman '43 Rich Gerig '72 Student Todd Miller '84
May 20	Blooming Glen, Pa.	Rich '74 and Jane Wenger Clemens '74	Norm Kauffmann'62 Rich Gerig '72
May 21	Bird-in-Hand, Pa.	Anne Harnish Weaver '58 Audrey Augsburger Groff '81	Norm Kauffmann '62 Rich Gerig '72

The Magic Of Science

By Bob Johnson

Those of us unfamiliar with science or magic may find both areas mysterious. Scientists and magicians both seem to have powers unavailable to ordinary people. Both work with strange substances to effect miraculous transformations. And both strike the layperson as vaguely threatening.

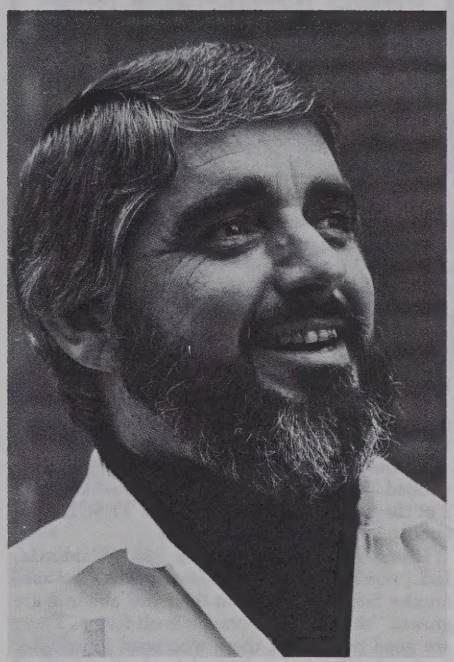
Meet a man schooled in both disciplines who sees nothing quite so mysterious about either. **Jeptha Hostetler '62** is an accomplished, award-winning magician, who appears under the stage name "The Amazing Dr. Jep." He is also a scientist, a professor in the College of Medicine at Ohio State University in Columbus.

Hostetler graduated from Goshen with a degree in natural science. In 1968 he received a doctorate in anatomy from Ohio State. He taught in that university's anatomy department until 1979, when he received a three-year grant from the National Institute on Alcoholism and Alcohol Abuse to study, research and teach in the Ohio State University Department of Preventive Medicine about substance addiction.

"Leaving a solid professorship in anatomy at 40 was a difficult choice," he said. But he added that he remembered professors at Goshen, particularly Mary Oyer, who always showed a willingness to expand, change, move and grow.

That move launched him into a life where scientific inquiry and human behavior are inextricably linked. He learned about the stages in alcohol abuse, how to treat it and how to detoxify the alcoholic. He studied what factors — genetic, metabolic or environmental — make a person predisposed to becoming chemically dependent.

His views on Mennonites and alcoholism grew out of this study. "National studies on substance abuse generally exclude Mennonites, Amish, Mormons and Seventh-Day Adventists," he said. "But the number of



Mennonites who drink is rising, certainly." And with that rise will come problems. "As Mennos become more urban, more wealthy and more educated, they'll assume more and more of the world's values, but they won't necessarily be equipped to take on those values. Our naiveté will get us into trouble."

Hostetler and his wife **Joyce Metzler '62** regularly conduct workshops on alcohol and drug abuse for Mennonite audiences. "It's time we started talking about it," he said. "Until the whole system is willing to talk about individual use, it won't be a settled issue."

When asked what it means to be a Mennonite scientist, Hostetler laughed. "A professor once told me I was too much of a Christian to be a good scientist." But that professor was referring to Hostetler's unwillingness to put his work ahead of his family. For Hostetler, there are no areas a Christian scientist should not explore. "A Christian scientist, for example, could have been involved in work with nuclear fission," he said. "The more ticklish question is the scientist who is involved in technology that may be destructive."

He shuns situations that might ask him to compromise his role as "good scientist" — that is, one dedicated to the unfettered seeking out of truth. "I always know who's going to pay for the research," he said, and tells about a recent grant he applied for to do research on blood chemistry. The money will come from the Distilled Spirit Council of the United States. Hostetler said he'll take the funds, which he calls "conscience money," because he's convinced there are no strings attached. No one will push him to slant his findings about alcohol's effect on the blood.

Hostetler's faith and his work coexist comfortably. He sees "absolutely no problem" with being a good Christian and a good scientist. The coexistence is embodied in his attitude toward the debate between evolutionists and scientific creationists. "I'm a creative evolutionist," he said. "God doesn't need my help to prove anything for Him." He laughs again, but his conviction is obvious. "He did it, and I'm here."

He sees his magic in the same light. "You call yourself a magician," he said, "and you relate yourself to Simon, the biblical character who wanted Jesus' power." He goes on to say that some people, his mother included, have had trouble with his image as conjurer.

"I fool people and have fun with them," he said. "We Christians need to laugh more."

Talk with "The Amazing Dr. Jep," the magician, and you'll hear his simple desire to bring pleasure, laughter and surprise to other people. Talk with Jeptha Hostetler, the scientist, and you'll hear a man whose laboratory is the world, and whose aim is human well-being.

Bob Johnson '72 becomes acting director of alumni relations in July 1982.

Notes

1900-19

Deaths

Walter Holdeman '14, Elkhart, Ind., May 29.

Noble C. Hoover '17, Goshen, June 1.

1920-29

Deaths

Edward J. Bontrager '22, Goshen, April 26.

Winston Gingrich '27, Fort Erie, Ontario, Oct. 21.

George H. Lutz '29, Elkhart, Ind., May 6.

Mary Reed Miller, wife of **Hubert S. Miller '27**, Syracuse, Ind., May 17.

Ferne Yoder Ramseyer '24, Bluffton, Ohio, April 22.

J. Mervin Smucker '26, Smithville, Ohio.

Vida Hamman Reynolds Warner, wife of **De-Main Warner '20**, New Paris, Ind., April 18.

1930-39

Deaths

Dorothy Smith Swart '36, Indian Lake Estates, Fla., June 5.

Orpha D. Troyer '36, Walnut Creek, Ohio, April 24.

Notes

Lester '36 and **Alta Good Hershey '38**, Mennonite Board of Missions workers in Puerto Rico from 1947-79, began serving a Spanish church in Washington, D.C., in May. This appointment is by the Virginia Mennonite Board of Missions.

Perry J. '30 and **Lucile Miller Miller '31**, Goshen, celebrated their golden wedding anniversary June 13.

James K. Skahen '35 is an anesthesiologist at Kettering (Ohio) Memorial Hospital.

Lois Yoder Weaver '38, Goshen, retired at the end of this year after 23 years in public education. She most recently taught fifth grade at Union Elementary School in the Wa-Nee Community Schools.

Paton '35 and **Hazel Smucker Yoder '39**, Goshen, left in May for a term of voluntary service at Philadelphia, Miss.

Erma Martin Yost '37, Hesston, Kan., is a member of the board of directors of the Kansas Chapter of the Arthritis Foundation. At the foundation's annual meeting, she was presented with a Key Leadership Award for her outstanding work as Harvey County chairman of the Kansas chapter.

1940-49

Deaths

Irvin McCloughen '45, Goshen, May 27.

Nancy Farmer Meck, wife of **Mervin Meck '43**, New Smyrna Beach, Fla., May 7.

Roy M. Miller '48, Nappanee, Ind., May 9.

Elizabeth Howell Shank, wife of **Ernest C. Shank '49**, Sarasota, Fla., May 13.

Omer Liechty, husband of **Mary Zehr Liechty '42**, Grabill, Ind., April 16.

She's Seen It All

Barbara Leaman Moore '02 was the main attraction at the Goshen College area meeting held at Bird-in-Hand, Pa., May 20.

Now in her late 90s, Moore is one of the few GC alumni left who can remember the college as a wheat field at the south end of Goshen. She lives in semi-retirement at the family home near Lititz, Pa., driving a car and working part-time as a receptionist at her son's office on Saturdays. "I still never know what to say when people talk about me in public," she said when introduced at the alumni meeting.

Notes

Virgil and **Mary Kay Gerig '40** have accepted a 2½-year assignment under the Commission on Overseas Mission and Africa Inter-Mennonite Mission to give pastoral leadership to the Maseru United Church in Lesotho. They were commissioned Feb. 28 by the Hively Avenue Church, Elkhart, Ind., where he has been serving as pastor. They left for Lesotho March 11.

Carolyn Weaver Hertzler '46, Goshen, was awarded a master's in music degree at Indiana University in Bloomington in May.

Elaine Sommers Rich '47 presented a paper entitled "The Papunehang Prerequisite" on April 2 at the Second Midwest Regional TESOL Conference in Indianapolis.

Doris Reynolds Schrock '46, Wakarusa, Ind., retired after 20 years in the Wa-Nee Community Schools. Now that their five children are grown, "the economic crunch is off for us. There are good people out there who need jobs." Her husband Allen is a principal in the South Bend schools.

Laura Troyer '41, Elida, Ohio, retired after 41 years of teaching. She is an assistant to the chaplain at Lima Memorial Hospital and recently organized a puppet program for children who are scheduled for surgery.

1950-54

Marriage

Roderick Huebert '56, Galva, Kan., and **Ida Diener '70**, Canton, Kan., April 17.

Notes

W. Richard Hassan '53, Rockford, Ill., edits the quarterly magazine, *Mennonite Heritage*, for the Illinois Mennonite Historical and Genealogical Society (IMHGS). His wife **Hazel Nice Hassan '52** is the head of technical services at Rockford Public Library and is librarian for the IMHGS.

Margaret Meyer Irvin '52, El Cerrito, Calif., in addition to teaching half-time at Richmond Unified School District, has developed her own writing business. She teaches a number of continuing children's writing groups and recently added a senior citizen's writing group.

William Klassen '52, Burnaby, British Columbia, is director of development at Simon Fraser University, the newest of three universities in the province. He also teaches one course in religion per term.

George Unger '54 was named social worker of the year for 1982 by the Peoria District of the National Association of Social Workers. Recognized for outstanding service to students, their families and the social work profession, he is a school social worker, employed by Tazewell-Mason County Special Education Association.

Buckwalters Continue Work In Argentina

Lois Buckwalter '44 takes care of some book work while on the road recently in a remote area of Argentina with her husband **Albert '47**. Mennonite Board of Missions workers among the Argentine Indians, the Buckwalters distributed copies of the just-published Toba New Testament during this trip. They have lived and worked among their Indian friends for 30 years. One of their first tasks was to put the Indian languages into writing.

1955-59

Notes

Leanne Fricke Schertz '58, associate professor of English at Illinois Central College, was recently appointed chairman of the English department. She and her husband **Ronald '58** live in Peoria with their two daughters.

Floyd J. Zehr '57 has been promoted from associate to full professor of physics at Westminster College, New Wilmington, Pa.

1960

Notes

Donna Kindy Hershberger, teacher for 27 years at Middlebury (Ind.) Elementary School,

Alum Explores Science Fiction As Literature

The Massachusetts Institute of Technology (MIT) Press, Cambridge, Mass., has released *The Cybernetic Imagination in Science Fiction*, written by Goshen College alumna **Patricia S. Warrick '64.**

In its review of the book, *Alternative Futures* says: "Literary analysis, examination of ideas, the evolution of science and technology, and the place of science fiction on the spectrum of literature are thoroughly and readably integrated. In the course of all this (Warrick) provides a solid definition of the whole genre."

Warrick is professor of English at the University of Wisconsin-Fox, Menasha.

retired at the end of the past school year. She "plans to be out of town when school starts in the fall."

Sidney Kreider, Churchville, Md., is a faculty member at the Johns Hopkins University School of Medicine, and **Mildred Sherk Kreider '58** is teaching in the graduate program of the University of Maryland School of Nursing. Their family has recently joined in development of a church retreat center on the Chesapeake Bay, available to GC alumni and their families.

Maurice W. Miller, Flagstaff, Ariz., was recently elected president of the National Council of Community Mental Health Centers.

Dale Sloat, Upland, Ind., recently began as an instructor of radio and television at Taylor University. He spent 16 years with the Missionary Church in Brazil as director of television ministries.

James A. Stemen, Westlake Village, Calif., will be granted a sabbatical leave for the spring of 1983 from Moorpark College. He plans to study cathedral choir schools and the works of Orlando Gibbons in England.

Ruth Hockman Yoder, Perkasie, Pa., taught elementary gifted students this past year.

1961

Marriage

Harold Reesor '67, Mascouche, Quebec, and **Alice Deckert**, Edmonton, Alberta, April 3.

Note

Anna Marie Kurtz, missionary in Ghana for 21 years, spends most of her time working at a health clinic. Malaria is the main disease to be treated.

1962

Marriage

Harold Juday, Goshen, and **Clarice Nelson**, Goshen, April 24.

Note

Stanley Reedy, director of the Elkhart County Health Department, was elected president of the Indiana Public Health Association at its April meeting in Indianapolis. The IPHA is an organization of health professionals and interested citizens who work to increase public awareness of health services and needs.

1964

Note

Linda Miller Rowald, Austin, Texas, will be assistant principal in an elementary school in the Pflugerville school district next year. Her husband Milam is pursuing his doctorate. They are active in the Northwest Hills Methodist Church.

1965

Note

Dwight Greiser, Goshen, graduated from Indiana University, Bloomington, with a Ed.D. in school administration.

1966

Birth

Dale '67 and Leanne Clemens Wentorf, Elkhart, Ind., Crystal Helene, May 20.

1967

Birth

Neal and Ila Hartzler Stoltzfus, Baton Rouge, La., Nikolaus, Aug. 15.

1968

Birth

John and **Alice Albrecht Hill**, Portland, Ore., Andrew James, April 9.

Notes

Dennis Huneryager, Elkhart, Ind., is an assistant residential supervisor for retarded women at ADEC, Bristol.

Richard Reschly, Goshen, recently became general manager of Square Deal Tool & Die Co., Elkhart.

1969

Births

David and Veronica Roth-Finigan, LaCrosse, Wis., David Michael, Nov. 16.

Stephen and **Donna Snyder Shank**, Goshen, Michael Snyder, April 19.

Floyd '74 and Bonnie Kauffman Sowers, Hesston, Kan., Stephanie Lynne, March 28.

Notes

Millie Ferro, who retired from coaching at the end of the 1980-81 school year, was recently presented the Marion L. Archer Award by the Indiana Coaches of Girls' Sports Association, the highest award the group presents. The award is given annually to a person the ICGSA recognizes as a major contributor to girls sports.

Carol J. Koop Farran, Oak Park, Ill., is one of seven persons named to receive a stipend for the 1982-83 school year under the Mennonite Mental Health Scholarship program. She is working on a doctorate in nursing science at Rush University in Chicago, focusing on gerontology and psychiatry.

Donald Lichti, St. Louis, Mo., is chief technologist of the chemistry department of the clinical laboratory at Barnes Hospital.

Tom Gardner graduated May 12 from Purdue University-Fort Wayne with a bachelor's degree in biology.

Barbara Holdread Green is a configuration aide at Honeywell PMSD in Phoenix, Ariz.

Jane Myers, Nairobi, Kenya, is the administrative officer for ACROSS. Her duties include assisting the approximately 80 ACROSS staff who come from 14 nations and 17 evangelical and relief groups, including MCC. She also assists the executive director in correspondence with the agencies, serves as office manager and maintains a small guesthouse.

Pamela Allen Rodriguez lives in Bogota, Colombia, with her husband, who is an anesthesiologist, and their two-year-old son.

1970

Death

Alan Brian, son of Thomas and **Linda Wyse Stump**, Goshen, stillborn April 28.

Marriage

Patrick Quigg, Chicago, Ill., and **Ramona Yoder**, Phoenix, Ariz., June 19.

Births

Stanley '71 and Carol Miller Histand, Soldotna, Alaska, March 26.

Richard and Gail Weborg **Roes**, Lowville, N.Y., Christopher Richard, Jan. 20.

Jacob and **Norene Rychener Saldana**, Seattle, Wash., Oct. 12.

Mark and Jeanne Rhoades **Smucker**, Tipton, Ind., six-year-old son from Colombia, South America, adopted in April 1981.

Harold and Mildred Ziegler Trotter '72, Lisbon, Ohio, Jonathan Harold, March 9.

Gary and **Sharlene Kauffman Yordy**, Topeka, Ind., Kristina Kay, Nov. 23 (incorrectly reported in May *Bulletin*).

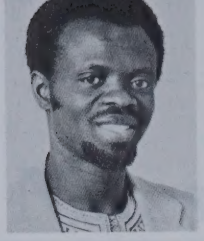
Notes

Ruth Yoder Dyal, Hamilton, Ontario, a May graduate of McMaster University School of Medicine, is in an internship in Vancouver, British Columbia.

Bob Souder, Elkhart, Ind., recently completed a master's degree in guidance and counseling at Indiana University-South Bend.

Jim and Mary Kay Wade Yoder, Cashiers, N.C., own and manage several rental cottages.

Ramona Yoder Quigg, Phoenix, Ariz., is office coordinator for the department of religion



Okechukwu Ozuzu

and pastoral care at the Good Samaritan Medical Center.

1971

Notes

Stan Histand, Soldotna, Alaska, is a building contractor and commercial fisherman.

Cindy Wedel Janzen, Kansas City, Kan., is a visiting nurse for Clinicare, Inc. She and her family moved to Kansas City in August where her husband Dave is enrolled in the master's of social work program at the University of Kansas.

Gerald Mumaw, Elkhart, Ind., received an M.Div. degree from Goshen Biblical Seminary May 28.

Eli Savanick, Cheverly, Md., **Reuben Savanick '73**, Scottdale, Pa., and their parents Paul and Ferne Savanick of Scottdale, Pa., both hearing impaired, were presented the 1981 James and Rowena Lark Home Missions Award in the May 16 worship service at Scottdale Mennonite Church for their pioneering work in the field of deaf ministries within the denomination. Eli is now director of the International Center for Deafness in Washington, D.C. Reuben is associate pastor with deaf ministries at Scottdale Mennonite Church.

1972

Births

Eldon '73 and Marilyn Steiner Eigsti, Buda, Ill., Steven Mark, April 12.

Ralph and Charlene Weaver **Smucker**, Plain City, Ohio, Heidi Anne, Nov. 12.

Notes

Julianna Bontrager, Middlebury, Ind., a therapist at LaGrange Clinic of Northeastern Mental Health Center, recently received a master's of social work degree from Western Michigan University.

J. Robert Herr recently completed requirements for a master of arts degree in international development at the University of Pittsburgh.

Janelle Landis Kheshgi, Chicago, Ill., works part-time as a nurse midwife in a clinic.

Gary Yordy, Cheyenne, Wyo., a pathologist, plans to enter law school in the fall as well as continue his pathology practice. His wife **Sharl Zehr Yordy '70** is a part-time student at Laramie County Community College.

1973

Births

Nevin and Rachel Harder Diener '74, Mountain Lake, Minn., Eliza, Jan. 14.

Curtis and Edith Buckwalter Holsopple (staff '79-'82), Goshen, James Joseph, born April 22, received for adoption April 26.

Thomas and Amy Gerber Kauffman, Paoli, Ind., Jesse Gerber, March 2.

Robert and **Carol Pellman Mishler**, Harrisonburg, Va., Anne Elizabeth, April 16.

Krabill Assists Harrist Church

James Krabill '73 (in center of canoe) and Alphonse Beugre Kobli (front) are Bible teachers who travel together to Dida villages in the West African country of Ivory Coast, sometimes accompanied by James's son Matthew. Krabill is a worker with Mennonite Board of Missions, and Kobli is a Harrist preacher who has offered himself as a liaison to his own Dida people. The Harrist Church, founded 70 years ago by a former Protestant clergyman from Liberia, is an indigenous African church which has had almost no contact with European and North American missionaries over the years. But Harrists in the Dida tribe have asked Krabill to help their people learn more about the Bible.

Thomas and Jill Groff Miller, Mugumu, Tanzania, Sarah Lynn, Feb. 24.

Ralph and Phyllis Yoder **Miller**, Sidon, Lebanon, John Alva and Emily Phyllis, Dec. 20.

Notes

Nancy Geiser Kauffmann, Goshen, graduated from Associated Mennonite Biblical Seminaries in May with a master of divinity degree in pastoral counseling.

Roger D. Martin, Evans, Colo., works as an unarmed night guard at a local mobile home factory.

Sanford A. Miller, Bettendorf, Iowa, was recently promoted to vice president of underwriting for Western States Insurance Company, Freeport, Ill.

Okechukwu Ozuzu received a Ph.D. degree in psychology and special education April 24 from Western Michigan University. When he returns to Nigeria he will serve as a lecturer for the Federal Ministry of Education.

1974

Births

Stephen and Shirley Saltzman Bauer '80, Phoenix, Ariz., Angela Colette, May 5.

Gregory and **Connie Brenneman Maxwell**, Goshen, Jason Elliott, May 10.

Notes

Judy Zimmerman Herr graduated summa cum laude with the degree of master of divinity from Pittsburgh Theological Seminary May 25.

Jan Kay Kraus is one of seven persons named to receive a stipend for the 1982-83 school year under the Mennonite Mental Health Scholarship program. She is studying at Associated Mennonite Biblical Seminaries, where she expects to earn a master's of divinity degree in pastoral counseling.

1975

Marriage

Richard Ramon and **Darlene Short**, Wauseon, Ohio, Feb. 27.

Births

Paul and Doreen Alderfer Bender '77, Somerville, Mass., Jessica Alderfer, March 15.

Marty '76 and Ann Harnish Good, Valparaiso, Ind., Rachel Ann, April 14.

Tim and **Ruby Shetler Honan**, Silverton, Ore., Elizabeth Anne, March 26.

Richard (staff) and Erma Miller Humes, Goshen, Richard L. Paul., May 16.

Larry and Lucie Alize **Kurtz**, Salem, Ohio, Jocelyn Nicole, March 26.

Calvin and Jan Huston **Miller**, Santa Cruz, Bolivia, Raquel Renee, April 13.

Gordon and Barbara Derstine Weirich '78, Weyers Cave, Va., Jessica Suzanne, March 28.

Notes

Gordon Weirich completed a three-year family practice residency at Memorial Hospital of South Bend, Ind. in June. He is now practicing at the Weyers Cave (Va.) Family Health Center.

Norma Wyse, Cambridge, Mass., is a research technician in a neuroradiology lab studying stroke patients at Massachusetts General Hospital. She also serves on the home ministries committee of the Mennonite Board of Missions.

1976

Births

Heinz and Leola Falk Becker, Winnipeg, Manitoba, Loren David, May 14.

Charles '77 and Sheryl Freeman Gingerich, Hubbard, Ore., Adam Joel, April 12.

Steven and **Laura Williams Miller**, Bristol, Ind., Cherie Jeanette, May 4.

David and **Janet Martin Teat**, Glen Ellyn, Ill., Jacqueline Anne, Sept. 24.

Alum Book Promotes Practical Peacemaking

"One lesson I have learned from involvement in conflict is that if those who are called to peacemaking wait for security in their role, they never begin," observes **Ronald Kraybill '76** in *Repairing the Breach: Ministering in Community Conflict* (1982, Herald Press).

Kraybill continues: "The unique gift that accompanies the calling, however, is the dawning realization that weakness need neither intimidate nor paralyze. Partly through faith, partly through practice, I have come to see that vulnerability and weakness are inherent in all that holds promise of life."

Repairing the Breach encourages Christians to become involved practically in reconciliation. The first section is a biblical study that demonstrates the centrality of peacemaking for the Christian; the remainder of the book contains stories of community conflicts, a suggested procedure for mediating disputes between individuals, and procedural guidelines for approaching congregational conflict.

Kraybill is director of Mennonite Conciliation Service, established by the Peace Section of Mennonite Central Committee. In his studies at Goshen College, Associated Mennonite Biblical Seminaries and Harvard Divinity School, he concentrated heavily on issues related to conflict resolution.

Barbara Thuma

Notes

Mark Ramseyer, Cambridge, Mass., graduated this spring from Harvard Law School and will clerk next year for a judge on the Federal Court of Appeals in Boston.

Merle Snyder, Denver, Colo., is assistant editor of a technical trade journal published by Industry Media Inc.

1977

Marriage

Steven Birky, Corvallis, Ore., and Therese Vubiche, Blamont, France, Dec. 24.

Births

Eric '78 and Marilyn Miller Henderson, Goshen, Ethan Craig, April 21.

Ronald and Laurel Schmidt Hertzler (staff '75-'77), Hatfield, Pa., Brenden Lee, April 22.

James '78 and Linda Kraybill Histand, Souderton, Pa., Andrew James, March 29.

David and Janet Neufeld Lehman '79, Goshen, Austin Daniel, April 21.

Loren and Karen Detwiler Nofsinger, Washington, Ill., Nathan Benjamin, April 1.

Rollin and Velma King Ulrich, Goshen, Joel Alan, June 10.

J.B. and Linda A. Swihart Wolsieffer, Lafayette, Ind., Naomi Rae, May 20.

Notes

Robert B. Beeson is a retail manager and will be enrolled in the doctoral program in history at Temple University in September.

Doyle T. Miller, Avilla, Ind., a recent graduate of Purdue University in Fort Wayne with a bachelor's degree in electrical engineering technology, is a junior engineer at Magnavox Technical Center in Fort Wayne.

Douglas Schwartzentruber, a May graduate of Indiana University School of Medicine in Indianapolis, began a five-year residency in general surgery at the Indiana University Medical Center.

1978

Marriages

Dennis Patton and **Nancy Dome**, Pierceton, Ind., June 19.

Brian Howey and **Anne Honderich**, Middlebury, Ind., April 24.

Births

Steven '80 and Ann Klink Herendeen, Goshen, Benjamin Joseph, June 7.

Bruce and **Marcia Ebersole Jackson**, Sterling, Ill., Brian Miles, March 2.

Marvin and Anita Klassen Landis '80, Conestoga, Pa., Peter Klassen, May 7.

Notes

Reba Smoker Beeson has recently been selected as executive editor for 1982-83 of the law review at Temple University School of Law. She is also a member of the Moot Court Board and is presently employed as a summer associate of the law firm of Weil, Gotshal & Manges in New York.

Jonathan Clemens recently moved from Albany to Rochester, N.Y., to begin a pediatrics residency.

Joanne E. Leatherman, Akron, Pa., graduated in May 1981 with a master's of social work degree from Indiana University, Indianapolis. She is presently working as a social worker at The Guidance Center, Lancaster, Pa.

Marvin Marks, Ironwood, Mich., was awarded the juris doctorate degree at Thomas M. Cooley Law School in Lansing, Mich., May 15.

Laurel Martin, Ocean City, Md., is a member of the staff team of Diakonia, a temporary housing ministry under Allegheny Mennonite Conference. Diakonia is a residential ministry for persons in crisis.

Eben Nhiwatiwa, Normal, Ill., recently completed a master's degree in history at Illinois State University. His master's thesis was on "Policies of the United States Toward Zimbabwe (Rhodesia), 1965-1976." He is now working on a doctorate in history.

Rebecca Slough graduated from Associated Mennonite Biblical Seminaries in May with a master of divinity in academics.

Barbara Thuma, Bradford, Ohio, recently completed her master's degree in plant pathology at Ohio State University. She has accepted a three-year assignment with Mennonite Central Committee as an agronomist in Mogadishu, Somalia.

Paul Yoder graduated recently from medical school in Richmond, Va. He and his wife **Maxine Miller '80** have moved to Muncie, Ind., where he will do a three-year residency at Ball Memorial Hospital.

Brian Zehr, a May graduate of the Indiana University School of Medicine in Indianapolis, is doing a three-year residency in internal medicine at the University of Iowa Affiliated Hospitals, Iowa City.

1979

Marriages

George Hershberger and **LuAnne Yoder**, Tempe, Ariz., Aug. 1.

Philip Miller, South Bend, Ind., and **Jeanette Gascho '81**, Kitchener, Ontario, April 10.

Dennis Ramseyer and **Karen Troyer**, Waterford, Pa., Dec. 28.

Lowell Unruh, Lakewood, Colo., and **Pamela Gerig**, Wayland, Iowa, Dec. 20.

Notes

John Detweiler is an equipment operator for R & M Excavating in Harleysville, Pa.

Judy Flisher recently completed a six-month voluntary service assignment at the International Guest House in Washington, D.C.

Calvin and Loretta Miller **Kaufman**, Goshen, celebrated their 25th wedding anniversary April 25.

Ken Kraybill, Seattle, Wash., received his master's in social work from the University of Washington in June. His wife **Beth Miller** works half-time on a research unit for leukemia at Swedish Hospital.

David B. Miller, a student at the Associated Mennonite Biblical Seminaries, began a two-year term as part-time assistant pastor of the East Goshen Mennonite Church on Jan. 1. He is serving full-time during the summer while pastor **Cliff Miller '66** is on sabbatical leave.

Cindy Riffel, Las Cruces, N.M., is house manager for a group home for retarded women.

Jim Sweigard, Ithaca, N.Y., received a National Science Foundation Fellowship to fund his studies in plant pathology at Cornell University.

Karen Troyer Ramseyer is a pediatric nurse at the Wooster (Ohio) Clinic.

Jon G. Troyer, Middlebury, a staff accountant with Stauffer & Company, successfully completed the certified public accountant examination held recently in Indianapolis.

Joanne Widrick is currently serving as a registered nurse on the staff of the World Vision International medical team working in Sakaeo refugee camp in eastern Thailand.

Miriam Miller

Recent Grad Featured

Karen Kenagy '81 was featured in the March issue of the Albany (Ore.) *Democrat Herald*. Kenagy was interviewed about her experiences teaching in Bolivia with Mennonite Central Committee.

In the article Kenagy points to her SST experience at Goshen as pivotal in her decision to serve abroad. "I felt a strong pull (to teach abroad)," she said. "There is a need for teachers in many developing countries, and I felt excited about it. I felt that was one way I'd be able to contribute."

Kenagy took Spanish and education classes at Oregon State University in the winter and spring preparing to return to Bolivia in July for another three-year MCC term. "I feel a sense of peace about my decision," she told the reporter. "I have something positive to offer — I can't wait."

1980

Births

Mark and Denise Darr Grady, North Webster, Ind., Cheryl Lynn, May 4.

James and Christina Alvarado Harter, Wakarusa, Ind., Jason Nicholas, May 11.

Ronald and Mary Sue Clark Lapp, Columbia Falls, Mont., Marissa Kathryn, Jan. 2.

Samuel and Soledad Lopez, Elkhart, Ind., Samuel Christopher, Feb. 11.

Lennie and Carolyn Lamb Nissley, Goshen, Cameron Richard, March 12.

Edward and Virginia Stuff, Wolcottville, Ind., Ehren Evan, May 17.

Notes

Alice Gunden Bender graduated with a master's degree in nutrition and public health in May from Teachers' College, Columbia University. She and her husband **Michael** will be moving to Bloomington, Ind., in August where he will begin a doctoral program in biology at Indiana University.

Jean Beyler recently moved to Washington, D.C., and began working at the national office of SANE (a citizens' organization for a sane world), a 25-year-old, 30,000-member national organization working for disarmament, peace and economic conversion.

James Gingerich is attending medical school at the University of Chicago.

Sharla Hofer is activity and recreation director for emotionally disturbed girls at Edgewood Children's Center in St. Louis, Mo.

JoAnne Goetz Sharick, Fort Wayne, Ind., staff accountant with Robert F. Christen, P.C., successfully completed the certified public accountant examination recently held in Indianapolis.

Beth Sholly works as a clerk at the Card and Book Carousel in Goshen.

K. Ann Stewart, a nurse with Mennonite Central Committee in Tanta, Egypt, writes that "SST gave me an international experience in a more protected setting which allowed me to develop some coping mechanisms which I can use in this less controlled environment."

Christine Wiebe works as a reporter for the *News-Sentinel* in Knoxville, Tenn.

1981

Marriages

Jim Batdorf and Carol Stauffer, both of Phoenix, Ariz., Dec. 30.

Brian Bontrager and Jean Bender, Kansas City, Kan., July 4, 1981.

Steve Brydge, Newport News, Va., and **Rebecca Esch '84**, Elkhart, Ind., Oct. 3.

Clayton Detweiler, Pipersville, Pa., and **Marilyn Burkholder**, Akron, Pa., June 20, 1981.

Gregg Friesen, Hesston, Kan., and **Joanna Fenton**, Philadelphia, Mo., Oct. 4.

Randal Hoover, Elkhart, Ind., and **Elizabeth Rabasa**, Mishawaka, Ind., Nov. 28.

Daniel Horst, Dalton, Ohio, and **Deanna Bouloy**, Dalton, Ohio, Dec. 26.

Marvin Maust, Pigeon, Mich., and **Lori Sommers**, West Liberty, Ohio, April 17.

Peter Yoder '82, London, Ohio, and **Mary Ette Kramer**, St. Jacobs, Ontario, Dec. 19.

Births

Brent and Heidi Schenk Eash, Bristol, Ind., Daniel Aaron, Sept. 22.

Craig and Jana Srof Gingerich, Perryton, Texas, Nathaniel Leon, Sept. 1.

James and Phyllis Jones Kirkdorffer, Milford, Ind., Travis Lee, May 11.

Lavern and Ronda Miller Nissley, Cincinnati, Ohio, Joshua David, June 8.

Paul and Brenda Stamm Smucker, Indianapolis, Ind., Luke Anthony, May 1.

Norman and Sandy Sohar (staff '79-'81), Orrville, Ohio, Sarah Elizabeth, May 30.

Bradley and Marylin Osborne Wakefield, Elkhart, Ind., Sarah Grace, Nov. 6.

Notes

Kent and Mary Frederick Beck teach English in an Arabic school in Tanta, Egypt.

Mark Chupp, Elkhart, was recently appointed program director of Prisoner And Community Together (PACT). This program has received international attention recently for its innovative approach to crime. Working in conjunction with the courts, this program utilizes trained volunteers to bring together victim and offender to work at restitution contracts and an understanding of the situation.

Christine Frederick, Eugene, Ore., is an R.N. in a medical/surgical unit at Cottage Grove (Ore.) Hospital.

Randal Hoover is attending the American Graduate School of International Management in Glendale, Ariz.

Bob Kehr works as morning announcer at WDEH AM/FM in Sweetwater, Tenn.

Jean Krabill, Goshen, a caseworker for Child Protective Services of Elkhart County, investigates child abuse reports and offers services to abusive/neglectful families.

Doug Landis, Raleigh, N.C., a teaching assistant in the biological sciences department at North Carolina State University, is studying for a master's degree in entomology.

Miriam Miller of Smithville, Ohio, has begun a one-year term of voluntary service with Mennonite Board of Missions as a probation program coordinator in the juvenile division at London, Ontario.

John Roth, Goshen, was awarded second place in the 1981 C. Henry Smith Peace Oratorical Contest. His oration was entitled, "Peacemaking: Beyond Human Limitations."

Dan Schrock, Goshen, is serving a two-year term with Mennonite Central Committee as program coordinator and church liaison in Miami, Fla.

Jon Stark teaches fifth and sixth grade English at a girls' school in Cairo, Egypt. He feels that his experiences at GC influenced him in his decision to join MCC. A communication major, "I added TESOL to my degree to make myself a viable candidate and it worked. Culture for service became a reality, not just a motto."

Brenda Stoltzfus, Goshen, has been named dining room manager in charge of training and coordination of all services pertinent to customer dining service at The Sideboard Restaurant, Elkhart.

Michael Zehr, Fisher, Ill., was commissioned to serve as an apprentice and assistant to Paul King, pastor of East Bend Mennonite Church, Oct. 4.

1982

Marriages

Nathan Beachy, Goshen, and **Rochele Miller**, Cleveland, Ohio, Dec. 19.

Edward Horst, Elkhart, Ind., and **Barbara Roth**, Goshen, May 29.

James Springer, Hopedale, Ill., and **Brenda Beall**, Sept. 12.

Paul Waye, Chengdu, China, and **Cheryl Graybill**, Goshen, May 9.

Births

Steven and Elaine Helmuth Jarvis, Goshen, Derrick Steven, Dec. 28.

Steven and Brenda Schweitzer Kaufman, Goshen, Amber Dawn, Sept. 11.

Note

Stanley D. Miller of Huntsville, Ark., is serving as housing construction supervisor for a refugee camp with Mennonite Central Committee in San Marcos de Ocotepeque, Honduras.

Faculty And Staff

Death

Ira Yoder (staff '75-'81), Goshen, May 12.

Marriage

Courtney Stump, Goshen, and **Christena Herschberger (staff '81-)**, Goshen, June 5.

Campus

Polish literary critic Waclaw Sadkowski (center) with President J. Lawrence Burkholder and director of international education Arlin Hunsberger. Sadkowski delivered a Yoder Public Affairs Lecture at GC May 11.

Polish Critic Describes Martial Law

"On the evening of Sunday, December 13, I wanted to hibernate."

With those words, Waclaw Sadkowski, a prominent Polish literary critic, described his reaction to the first day of martial law in his country.

Sadkowski, the editor of *Literatura Na Swiecie (World Literature)*, presented a Yoder Public Affairs Lecture to an audience of about 300 the evening of May 11. The lecture had originally been scheduled for last February, but the military crackdown in Poland made Sadkowski's passport invalid and his visit to the U.S. impossible.

Despite the "shock and humiliation" experienced by the Polish people over the restrictions placed on their lives, they have not reacted with "hibernation," said Sadkowski. Instead they have mounted an imaginative campaign of passive resistance to show their disapproval of those restrictions and, especially, of government propaganda.

Sadkowski acknowledges the gravity of the situation in Poland, but he has not lost hope that the Polish government will realize "that it is impossible to make improvements on the social, economic and political levels without internal and external approval of its actions. I always remember the wise words of General deGaulle, who said, 'The future lasts a very long time.' Surely we still have time to hope."

Calendar

August

27-29 ..... Faculty Retreat

September

4-7 ..... New Student Orientation
8 ..... Classes Begin
11 ..... Alumni Soccer Game
13-17 ..... Perspectives Week

Computers In The News

The GC computer department has been bustling with activity this spring.

It was announced May 19 that the Board of Overseers and the Mennonite Board of Education have approved the college's request to offer a degree program in "Computer and Information Science." The program will dovetail with the computer minor program currently offered at GC, and the first students to earn degrees in computer science will graduate in '84-'85.

Dean Vic Stoltzfus acknowledges that there may be some resistance to the idea of a liberal arts college incorporating computer science into its curriculum, but he believes the action is an appropriate one. Not only is computer literacy becoming a necessary skill in today's highly technological world, he said, but computer science is creating its own social and ethical problems that liberal arts graduates should be prepared to deal with.

Ed C. Epp, assistant professor of computer science, will serve as chairperson of the Computer and Information Science department. Other department members will be professor of mathematics Merritt Gardner and professor of chemistry Art Smucker.

On May 21, the college was notified that it has been awarded a grant of computer equipment valued at $25,000 from Digital Equipment Corporation of Maynard, Mass.

Several grants were made available to colleges and universities which had purcased Digital equipment in the past. Goshen College was awarded its grant, which consists of five color graphics terminals, a graphics printer and software, on the basis of a proposal written by assistant professor of physics Dennis Stuckey Kauffman.

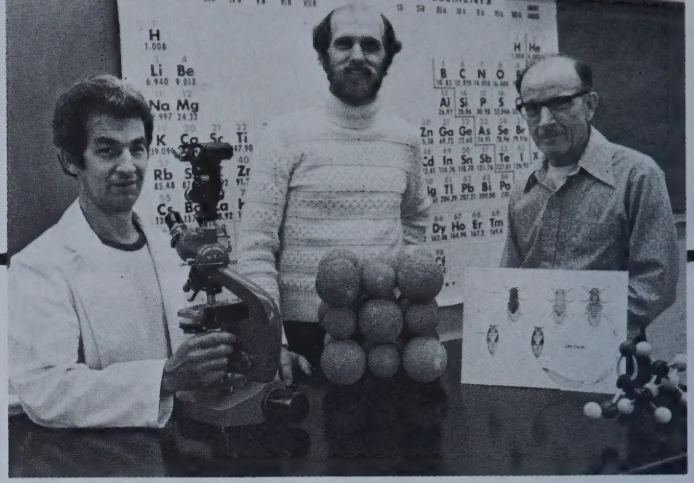
"The grant will greatly increase the number of students who can have access to computer capabilities," said Epp, adding that computer science, math, physics and engineering students will all make use of the new equipment.

Holsopple Text Selected For Broadcasting Classes

Skills for Radio Broadcasting, written by Curt Holsopple, chief engineer of WGCS radio and college maintenance supervisor, will be used this fall as the text for GC's beginning broadcasting classes.

Holsopple, who has 12 years of broadcasting experience, was encouraged to write the book by Vernon Schertz, assistant professor of communication and general manager of WGCS. "As GC's broadcasting curriculum has expanded, Vernon has been looking for a textbook that is suitable for real beginners," said Holsopple. Finding none that suited him, Schertz asked Holsopple to produce one.

The college has a special need for a ground-level broadcasting text, explained Holsopple, because WGCS is fully staffed by volunteers, some of whom have had no classroom training. Holsopple's text is currently being reproduced and bound by hand on campus, but two publishing houses are considering purchasing the text.



Stan Grove, Dennis Stuckey Kauffman, Merle Jacobs

Science Depends On Basic Research

By Julia M. Spicher

"The fact that we've made so many discoveries here proves research is worthwhile at a small college," said research professor of zoology Merle Jacobs, leaning back in the chair of his cluttered office on the third floor of Science Hall. "We can be freer here, away from the one-track projects of bigger places. And, with this independence, we're more likely to make an off-beat discovery.

"It's economical, too," he continued. "With funds under control of the researcher, rather than a far-off administrator, they can be used more wisely."

An example of economical use of resources can be seen in the homemade fruit fly incubator behind Jacobs' desk. Its heating bulb is screwed into an old desk lamp that was left over when dorms were remodeled. But next to the incubator is a giant bulk of dials and meters — a liquid chromotography apparatus used for chemical analysis. Along with an electron microscope, it was purchased with grant money awarded by the National Institute for Health for Jacobs' research.

That research has focused on fruit flies since 1955, when after studying the breeding habits of dragonflies for two years, Jacobs abandoned them for the tiny insects.

"My early work concentrated on dark and light-colored dragonflies in the same species; I discovered the dark variety prefer shady places while the light ones lay eggs in sunny patches of algae. I wanted to get to the biochemical reason for this behavior, and lots was known about fruit fly genetics, so that was my choice. Within a year, I found a strain where the same light/dark phenomenon and heat preference occurred."

A major breakthrough came in 1960, when Jacobs discovered the dark-colored fruit flies lacked the amino acid beta-alanine. This amino acid, not commonly found in proteins, was linked with the hardening and stiffening of the flies' outer cuticle. Later research revealed the same amino acid can be found in human tissues. This acid causes a stiffening of insect connective tissue, while aging in humans involves a stiffening of connective tisses as well. Further research into the role of beta-alanine may lead to a model of aging and cell death that applies to all animal cells, including those of humans.

Even after 27 years studying fruit flies, Jacobs is excited about his full-time research. "When you zero in on one organism like this, it just gets more and more surprising," he exclaimed. "I can't get tired of it, I keep wondering what's going to turn up next. It's like fishing — you never know what you're going to pull up."

Stan Grove, another GC researcher and genetics professor, agrees. "To do research is to discover something no one knows yet, and each time you learn something new, you ask more questions. The amount of unknown details gets bigger and bigger as our knowledge spreads."

Grove shares his research, which involves the study of fungal growth, with student assistants. "Ordinarily, you don't find this much research at a liberal arts college, but the department wanted the biology students to have experimental study," he explained. "A large number of students have worked with me on the project, and have even co-authored reports for professional conventions and scientific journals."

Despite the limited money and other resources available at a small college, Grove is grateful for the "flexible" atmosphere at GC. "There's not any pressure to turn things out, and there's not all the administrative paperwork of larger institutions," he said.

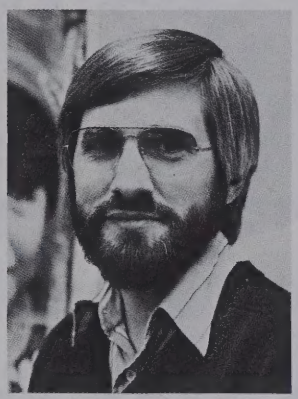
But Grove is concerned about the researcher's place in the mind of the typical student. "There's an understanding gap between scientists and the public," he said. "For example, the GC motto is 'culture for service,' but many people aren't so sure that research is a form of service. But it is! How could we teach or work in medicine if someone hadn't figured out how to do it in the first place? Everything we do depends on research."

"It's basic scientific research that benefits society in general," said Dennis Stuckey Kauffman, physics professor and associate director of the Turner X-Ray Laboratory, where over 30 students have worked as paid assistants over the past 10 years.

Stuckey Kauffman sees research at GC as an important educational process. "Science without research is not science," he continued. "Science is a way of looking at the world by asking questions. It's also a technique for answering those questions, and students who see science as a body of knowledge are mistaken."

"It's the state of the art here," said Stuckey Kauffman of the Turner Lab. "No one does it better. I could show you equipment students helped build, a computer program students created and crystals prepared by students. Here students at an undergraduate level are in contact with a cutting-edge research program. That would never happen at a big university."

But such specialized research is happening at a small college — research to creatively examine fruit flies, discover "surprises" in fungus cells, or reveal the flaws in a silicon crystal. At Goshen, students learn firsthand that science means looking for answers. And these answers are found through "a creative response very much like the urge one finds in a musician or artist," according to Stuckey Kauffman. "Research is simply the dance to which scientists are called."



Stutzman To Study Impact Of SST — Receives $120,000 Grant

A $120,000 grant from the National Endowment for the Humanities will fund the development of a system for evaluating overseas study programs, with the Study-Service Trimester serving as the testing ground for the evaluation.

"The project began with an idea we've always had here at GC," said Ronald Stutzman, associate professor of anthropology and director of the NEH-funded project, "that of studying the impact SST has on host countries. In order to get a funding organization interested, however, we've broadened the project to make it useful beyond our own program."

Stutzman will spend several months in both Costa Rica and Belize, where he will observe SST groups and "identify and survey as many people involved as possible — group advisors, lecturers, host families, faculty leaders, students and representatives of the institutions where the SSTers study and work. I'll try to get some idea of what the program looks like to everyone involved — and everyone's point of view will be a little different."

The project is expected to take about 19 months to complete. At its conclusion, Stutzman will publish a description of his investigative procedure "in a format which could be useful to an institution wanting evaluation of its international program, or to an accrediting organization like the CIEE (Council for International Educational Exchange)."

All This And Credit, Too

Two spring term classes offered annually in Layton, Fla., are popular aspects of GC's biology program. Each summer since 1966, a group of students has traveled to Layton to enroll in "Biology of the Sea," intended for non-science majors, or "Marine Biology," designed for biology majors.

Students in the classes are divided into teams of three and assigned to an area of the shoreline, where they conduct qualitative and quantitative studies of the plant and animal life found there. Professors Frank Bishop and Jonathan Roth also present lectures on the biology of the area and escort the students on exploring and diving trips.

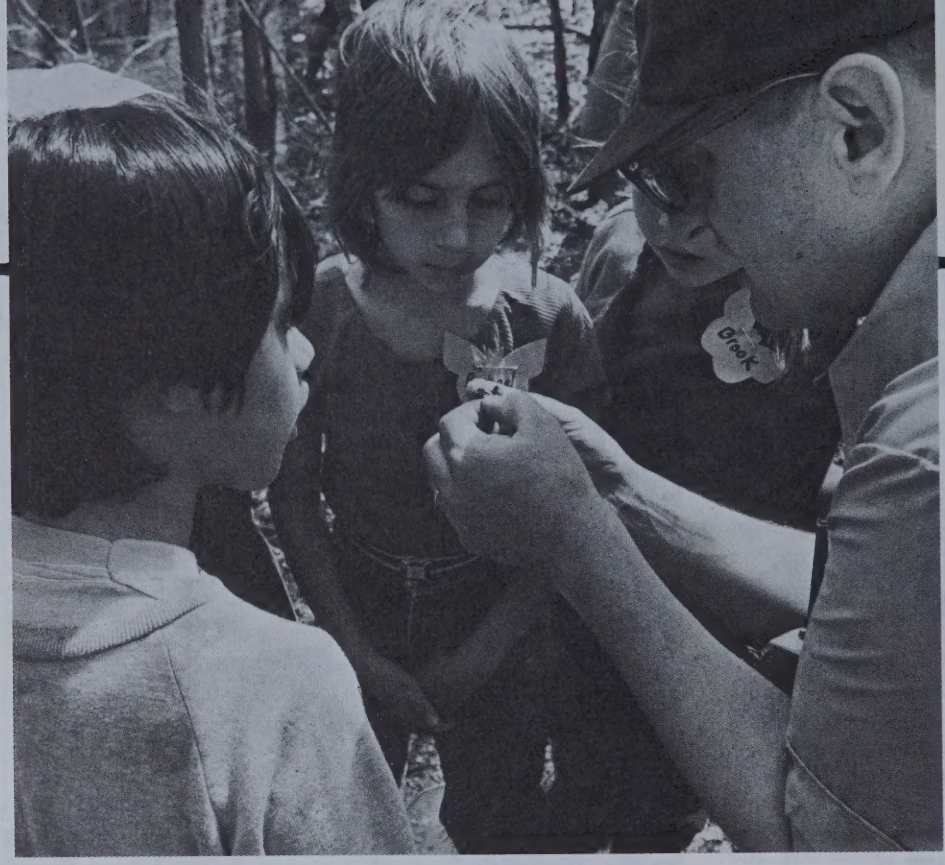
A gift of "ideally located" land in Layton has been presented to the college by Del Layton and other GC friends living in that town, President Lawrence Burkholder announced recently. College administrators are considering the possibility of constructing permanent living facilities and a laboratory there for the use of the visiting biology classes.

Jazz Band Album Still Available!

It's not too late to order your copy of the GC Jazz Band album, *with trumpets and cymbals and other musical instruments.*

The album features favorites including "Pink Panther," "Swing Low, Sweet Chariot" and director Phil Clemens' own arrangement of "Amazing Grace!"

The cost for one album is $7.15 ($9.50 in Canada); two copies for $12.95 ($16.95 in Canada). Send your order to the GC Music Department and make checks payable to Goshen College.



Merry Lea Serves Area Schools

The newest resource for nature study at Goshen College is the Merry Lea Environmental Learning Center, located 28 miles southeast of the campus near Wolf Lake, Ind. As a natural sanctuary for the plants and animals of northeast Indiana, the 900 acres of forest, bog, meadow, fields and lakes serve as a living laboratory for students of all ages. Numerous schools in the area make field trips to Merry Lea as part of their science curriculum. Here director Larry Yoder examines an edible plant with students from the Millersburg schools.

Not All Guaranteed Student Loans Depend On Need

Even in the best of times, student financial aid is a complex subject. Changing requirements have muddied the waters, and recent misleading reports about the Guaranteed Student Loan program have confused people even more, said Phyllis Wulliman, acting director of student finance at Goshen College.

"Contrary to what you may have read in the papers, a $30,000 income does not automatically disqualify families from receiving GSLs," Wulliman said. "It only means they must prove, according to federal formulas, that they have need." Depending on such factors as family size and number of children in college at least half-time, two-parent families with incomes up to $50,000 may receive money from the program, she said.

However, families with incomes below $30,000 can use a GSL to replace all or part of the "expected family contribution," while those who earn more usually cannot.

An additional restriction for both groups is that total financial aid, including GSLs, cannot exceed the student's budget fixed by the college they plan to attend. (The budget includes room, board, tuition, books, insurance, personal expenses and a flexible amount for travel to and from home.)

Parents of students considering Goshen College who have not filed a Financial Aid Form should pick up a simplified form called a "Needs Test" from their local bank, Wulliman said. They should send the completed form and a Goshen College application for financial aid to the financial aid office as soon as possible.

Rouner Heads Continuing Education

Both a change of leadership and basic continuity of purpose will characterize Goshen College's continuing education program in 1982-83.

The new director of the program will be Evelyn Rouner, according to Dean Vic Stoltzfus. Rouner moved to Goshen last fall and served as professor and chair of the home economics department during Catherine Mumaw's sabbatical year.

Rouner brings the experience of a 21-year teaching career in the home economics department of Central Michigan University, where she also chaired the department for three years.

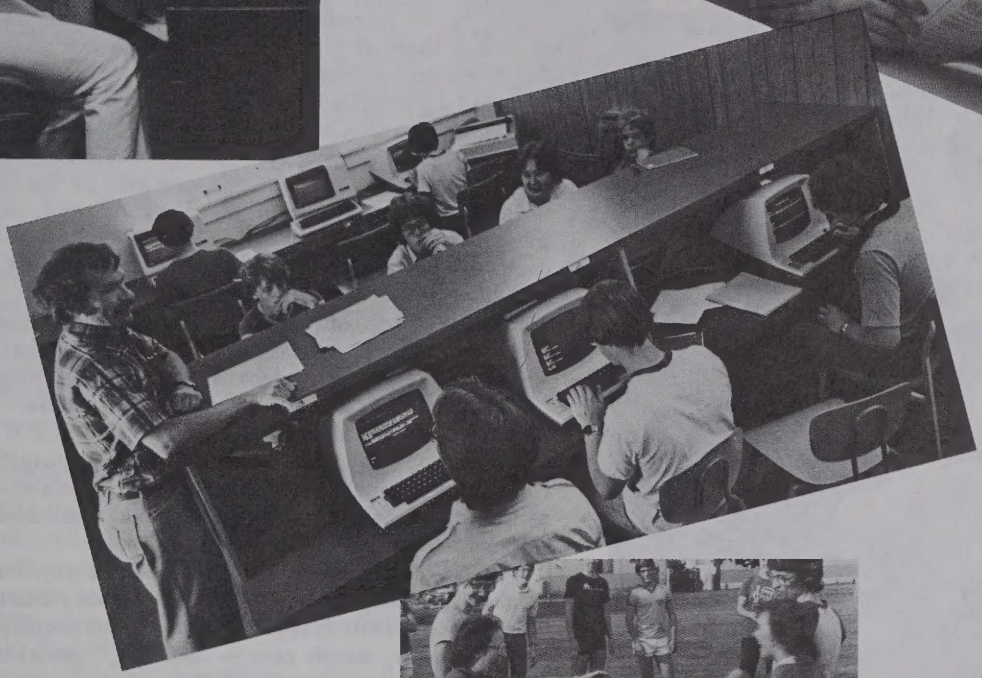
"I have a lot of respect for her administrative capability," Stoltzfus said. "She also brings experience with adult education through her work with home extension offices."

Rouner has accepted the position "with excitement. My philosophy of education has always focused on the students and their goals, and continuing education requires that you tailor courses to the needs of the students. The program at Goshen College has had an exciting beginning under the leadership of Shirley Showalter and Marie Clemens, and I hope to pursue the same goals."

Rouner will succeed Clemens, who served as acting director while Showalter spent a year team-leading an SST unit in Haiti with her husband.

Under Clemens' leadership, more than 1,000 adults enrolled in 40 continuing education courses offered during 1981-82. She will work with Rouner during the last two weeks of July, planning and publicizing fall courses.

Courses in weaving, basic color slide photography, star gazing, children's literature, the devotional life, camping, clothing and pattern alteration, effective money management for women, assertiveness training, residential landscaping, computers and calligraphy will be among the fall offerings. More information is available in the continuing education office.



Big Week At GC

About 150 participants from all over the U.S. and Canada took part in GC's Music Week, the Workshop for Piano Teachers and Students and Computer Camp, all held on campus the week of June 13-18. Each of the weeks provided participants the chance to work intensively with GC faculty, guest artists and one another as they developed their own skills and interests. Some scenes from the week include, clockwise from upper left: Dr. Nelita True, guest artist/lecturer for the Piano Workshop, shares her knowledge with a student during a master class session; three young vocalists intent on their score; a cellist prepares for Friday night's Music Week concert; Computer Camp and Music Week students begin the week with ice-breaking games; and assistant professor of computer science Ed C. Epp supervises a room full of young computer buffs.

Faculty

Smucker's Interests Transcend Classroom

By Beth Johnson

Art Smucker has taught two generations of GC students.

One leaves an interview with *Arthur Smucker '49*, professor of chemistry since 1953, with material for half a dozen articles. It's difficult to pare away enough information to write only about Smucker the chemistry professor. And that writer's quandary would probably please Smucker. He's concerned about narrow teachers, narrow educations, narrow students.

"I'm very interested in the concept of liberal arts education. That's why I've been involved in the development of the General Education program here," said Smucker, adding that he thinks the college should "take these fresh young Ph.D.s who've been concentrating so long on one area of study, look at their broader interests and encourage them to really get involved in general education."

Smucker himself is constantly pursuing interests and activities outside the chemistry lab. Many GC students who have no contact with Smucker the chemistry prof are acquainted with Smucker the actor, who has appeared in numerous campus productions. His recent performance in a local civic theater production of "A Funny Thing Happened on the Way to the Forum" was singled out by critics for its hilarity. "It seemed to tickle their fancy," he admitted.

Playing the recorder, bridge, tennis, camping and traveling, as well as thespian activities, occupy Smucker's spare time. Another extracurricular involvement has actually led him into a second career. His long-standing interest in computers was nourished during a recent sabbatical spent studying the interconnection of computers and scientific instrumentation at Virginia Polytechnic Institute. Since then he has been working part-time as a computer programmer for a local bank. Next year he will serve on the GC faculty not only as a chemistry professor, but as a member of the new Computer and Information Science Department as well.

Meanwhile back in the chemistry classroom, time has not been standing still. Studying chemistry is not what it was when Smucker was a student, and he seems to be glad of it.

"The prevalent attitude when I was in graduate school was, 'We scientists are after *truth*. What you do with it is none of our business,' " Smucker said. "Today the scientific community is much more aware that we as scientists, let alone as Christians, have a great deal of social and ethical responsibility."

That awareness has had its effect on the way Smucker teaches chemistry. In his upper-level classes particularly, Smucker's students grapple with numerous social problems.

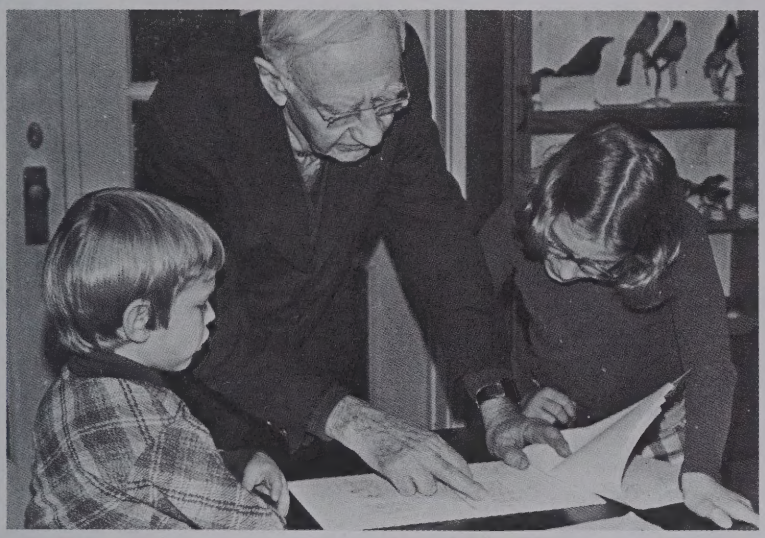
"Take a very simple case — fertilizer," Smucker said. "Fertilizer seems to be an excellent thing. It increases your crop yield. But now we find that fertilizers and pesticides have deleterious effects as well. They upset the ecological balance, kill off lakes and marine life and reduce the bird population.

"And the whole life process situation — what about abortion? Life support for the aged and terminally ill? Who gets the benefits of new treatments, especially if they're expensive to produce? There's an endless list of moral and ethical issues being discussed in classrooms where the sciences are taught."

Although Smucker finds little opportunity to go beyond the technical aspects of chemistry when he teaches lower-level classes, he hopes that his Christian convictions influence the contact he has with students on all levels. And his broad range of interests provides opportunity for many such contacts.

"I've often thought I could have been happy working in half a dozen fields," Smucker said. "They don't all seem related at first glance, but I think the need for analytical, logical reasoning is the common denominator. That certainly is the case with computers — working with them requires about the ultimate in step-by-step logical thinking. And I find that very stimulating and interesting."

The list of things that Smucker finds "stimulating and interesting" seems endless. That makes it tough for the writers of brief articles, but can only be beneficial to the community that this Renaissance professor finds himself in.



Research, plant identification and even writing children's poetry conspire to keep 92-year-old *S.W. Witmer '14*, professor emeritus of biology, younger than his years.

Witmer, whose expertise and love of nature inspired GC students from 1915-1959, is still an active naturalist whose work made headlines recently. The Indiana chapter of the Nature Conservancy has leased a piece of land in an undisclosed location in Goshen in order to protect a plant Witmer discovered on July 4, 1944. The *Iliamna Remota*, or Kankakee Mallow, is considered the rarest plant in Indiana and possibly in the United States.

Witmer and his wife, the former *Nellie Miller Mann* '22, live at Greencroft Center in Goshen.

Banquet Honors Departing Faculty

The 1981-82 school year was the final one at GC for 13 members of the college faculty, most of whom will enter graduate school, accept faculty positions at other institutions or enter other new employment next year. The departing faculty members were honored at the Spring Faculty Banquet, held Saturday, May 1.

Faculty members leaving the college include Darrell Broaddus, director of the James Lark Leadership Education Program and assistant professor of Bible; Julia Graber Gautsche, assistant professor of nursing; Mardene Horst, acting controller of the college; and Deb Hostetler, assistant director of information services.

Also, Charlie Klink, acting director of orientation and special programs; Gayle Gerber Koontz, assistant professor of religion; and Patrick Thoreau, assistant professor of French.

Others departing include Esther Wipf, resident director of High Park and director of small group housing; Ken Pletcher, assistant professor of physical education; June Yoder, assistant professor of communication; Mike Yoder, associate professor of sociology; and Edna Shantz, associate professor of home economics, who is retiring after having taught at GC since 1951.

Also recognized at the banquet were those faculty members who will spend all or part of next year on sabbatical leave. They include Kathryn Aschliman, professor of education; Lee Roy Berry, associate professor of political science; J.R. Burkholder, professor of religion; Rich Gerig, director of alumni relations; Dwain Hartzler, director of student activities; and John Ingold, professor of physical education.

Also taking sabbatical leave next year are J. Daniel Hess, professor of communication; Doyle Preheim, professor of music; Janet Shellenberger, associate professor of nursing; S.L. Yoder, professor of education; and Katherine Yutzy, associate professor of nursing.

Gore To Coach Basketball And Track

Edward Gore, a native of Huntingdon, Pa., has been named the new basketball and track coach at Goshen College.

The 29-year-old graduate of Asbury College, Wilmore, N.Y., and West Chester State College, West Chester, Pa., has had four years of coaching experience on the high school level and one year's experience as a graduate coaching assistant at West Chester State, where he completed his master's degree in physical education.

At GC, Gore will teach courses in health education and sports skills as well as coach the men's track and basketball team. He replaces former coach Ken Pletcher, who resigned recently to begin a business career.

Johnson To Study Indian Family

Marilyn Johnson, assistant professor of home economics, will visit India from July 1 to August 21 as a member of the Indiana Consortium of International Programs (ICIP)/St. Mary's College Group Project Abroad in India.

Johnson was chosen as one of 14 ICIP institution faculty members and administrators to participate in the project. The group will visit sites including Delhi, Bombay, Madras, Calcutta, Bangalore, Kashmir and Agra as they study the Indian family and educational system. Upon their return, project members will prepare an interdisciplinary learning/teaching package based on their experience in India.

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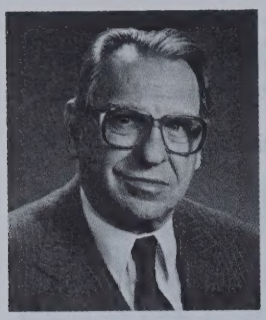
Sum And Substance



The Theological Understanding Of Nature

By J. Lawrence Burkholder

If I were younger and a bit more scientifically minded than I am, I would consider devoting my life to a study of nature from a theological point of view. To many, such an enterprise would seem fruitless and possibly misleading, if not contradictory. Should we not concentrate upon history and the Bible for our knowledge of God and particularly, if not entirely, upon Jesus Christ?

But nature is here, and if we assume that God is creator we are led to the further assumption that we may learn something about God through the study of nature. Yet nature with all its vastness and complexity is a mystery almost totally neglected by theologians.

To be sure, the attempt to know about God through nature is an old issue. Discussions of so-called "special revelation" and "general revelation" are found in almost every theology book, regardless of the particular language that is used.

Most theological discussions of natural revelation, however, are antiquated. They do not take modern knowledge into consideration. Most theologies of nature are either pre-Copernican, pre-Darwinian or pre-Einsteinian.

Of course, the attempt to increase our knowledge of God by studying nature would be humbling. Today we know that the natural realm is "infinitely" large, complex and mysterious. It is possibly unknowable in the sense of understanding what nature really is and how it functions. But to say that since we cannot know what nature is, we will concentrate on God is to exchange one mystery for an even greater one, if there is anything to "transcendence" at all.

The positive benefit of studying nature from a theological point of view would be to permit us to draw some lines between what we can and cannot know.

For example, we cannot by definition know from a scientific point of view what the writer of Genesis meant by "creation." To put it most simply, no one was there at the time. The biblical idea of creation transcends science. It is a religious idea. But there are some intriguing facts of nature we can know. Let me indicate a few of them.

That the universe is old: How old it is we cannot know. But we must certainly think in terms of billions of years.

We seldom think about God and the world having existed that long, even though few of us would contest the fact. Our theology is likely to imply that the world was created much more recently. One may ask why God has allowed the world to last this long — if indeed creation is not eternal.

That nature is complex: In recent years, painstaking photography of animal life in swamps, jungles and the tundras has revealed to us nonscientists how intricate nature really is. One is amazed by the complicated patterns and ecological systems — so sublime, so wasteful, so frightening!

That nature is ever-changing: That is the primary meaning of evolution. Differences abound concerning the principles of change, but change continues. Darwin, a truly humble but indomitable scientist, theorized about such conditions as the process of "natural selection" and the "survival of the fittest." Today nature would appear to be even more complex than Darwin imagined and therefore much more difficult to account for in theory.

Quite apart from this or that theory of evolution, the fact of change over a period of billions of years raises many interesting and perplexing questions. What is the meaning of the evolutionary process? What does it mean for us as human beings to be part of the process? What is God making out of us? How does one explain a process that involves so much suffering and the apparent disregard for individual plants, animals, and, for that matter, human beings?

A theological study of nature would also raise questions about the "ethics" of instinct. In God's economy, is there an ethic for animals and another for human beings? Does God govern nature with his "left arm" and lead his children by his "right arm," as Luther liked to say? How are we to understand the awesome beauty and "savagery" of nature? Shall the time come when the "lamb will lie down with the lion?" In other words, must nature also be redeemed?

To speak about nature theologically may lie beyond the abilities of all of us except the few who are trained in theology and science. One such person was Teilhard de Chardin, a Catholic paleontologist, who took upon himself the task of correlating the evolutionary process with Christian theology. To bring together a theory of evolution and the vision of Christocentric universality of the Letter to the Ephesians may appear farfetched. But to try something like that is essential if Christians are to understand the facts of nature along with a Biblical interpretation of reality. We are not meant to live in a schizophrenic world. We must seek to understand our experience in its most complete and universal forms.

This is, of course, the responsibility of a Christian liberal arts college or university. But we have just begun. Having researched the Bible in and out, up and down, backward and forward during the past 50 years, maybe it is time we attempt to know something about the nature of nature as well.

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GOSHEN

College Bulletin

September 1982

Annual Report 1981-82

At Issue

Learning, Education's Benchmark

Reports on contributions, enrollments, constituencies and faculty and staff changes — important as they are — cannot adequately convey the richness of another academic year. Specifically, we cannot neatly summarize the *learning*, education's true "bottom line," that occurs in a variety of settings and continues to influence values and choices indefinitely.

As SST leaders in Haiti in 1981-82, we were repeatedly impressed by how our students learned — by their flexibility in adapting to trying conditions, by their ability to analyze a markedly different culture, by their willingness to give of themselves. We marveled at the resources they brought with them and also at the tremendous growth they demonstrated in self-confidence, cultural sensitivity and spiritual awareness.

Such learning inspires us as faculty to continue learning too — to ask new questions, to consider a wide variety of responses to pressing social problems, to take time to renew ourselves intellectually and spiritually for the challenges that lie ahead in 1982-83. *—SWS*

Letter

Keep Up Good Work

I just wanted you to know that the July *Goshen College Bulletin* on "The Evolving Sciences" is one of the best I have ever read. I especially appreciated President J. Lawrence Burkholder's article, "The Theological Understanding of Nature" and also Robert Buschert's article, "Cosmologies Must Be Tentative."

Keep up the good work!

—C. Richard, M.D.
Des Moines, Iowa

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President's Report

A Church College

By J. Lawrence Burkholder

The word "church-related" is frequently used to describe a major segment of higher education in America. Thousands of colleges are said to be church-related. But the term "church-related" is ambiguous. In some cases it describes living relationships between colleges and constituent churches. In most cases, however, it refers to no more than founding fathers and formal ties.

The relationship between Goshen College and Mennonite churches requires a stronger term. Goshen College should be called a "church college." Why? Because Goshen College is an integral part of the Mennonite Church. Viewed theologically, it belongs to the body of Christ. It is organically as well as legally a member of the church. It is committed to the life and mission of a people belonging to the Anabaptist-Mennonite tradition. It listens to and serves Mennonite congregations.

The college is commissioned to think, educate, explore and witness for the churches. It should, therefore, surprise no one that currently 62 percent of Mennonite missionaries have been educated at Goshen College. Most of the creative developments within the Mennonite Church during the past 50 years have emanated from Mennonite colleges.

But relationships between Goshen College and the Mennonite churches are complex. The very idea of a church college is filled with tensions and possibly contradictions, especially if the college is liberal arts. The commitment to the liberal arts really means that the college exposes itself to the ways and ideas of the world. The stream of intellectual history as represented by science, literature, philosophy, art and music flow through the consciousness of faculty and students. Ideas emanate not only from Moses, Jeremiah, Jesus and Paul but also Plato, Cicero, Anselm, Bacon, Kant, John Dewey and Skinner. And culture, even if it is "for service," is rooted as much in pagan antiquity as Christian history.

Obviously a Christian liberal arts college involves by definition a risk — a risk that some parents, ministers and church leaders try to avoid if possible. They do not really want their children and their members to be exposed to the world. To be sure, the curriculum must include psychology, literature and science, but they want such disciplines to be taught in such a way that the "wisdom of the world" will be less than winsome. And, of course, the Bible must be taught as in the home church. "Critical" examination of Scripture is discouraged. Periods of doubt are interpreted as unbelief.

Admittedly, the problem of how to be committed to Christianity and participate in the liberal arts at the same time is real and complex. There are no simple answers. But the problem of the Christian liberal arts college is no different in principle from the problem of being a Christian in the world. Most Christian believers constantly entertain thoughts and ways that are worldly in origin. Everyone who

reads widely or attends movies or looks at television or enters business and the professions is challenged to sift, evaluate, struggle and draw the line somewhere. Differences between college experience and ordinary experience lie mainly in the intensity, the degree of consciousness and the clarity with which ideas are articulated. A Christian liberal arts education is a concentrated exposure to life. Of course, it is largely indirect. It is indirect in the sense that it is experienced imaginatively. But to experience life imaginatively is to participate in "the power" of reality. At Goshen College the tension between Christian ideas and the ideas of the world is felt and is a matter of continuing discussion. It will never be completely resolved, but as long as the faculty are conscious of and work at the problem, there is reason to be hopeful and thankful. In September the faculty will begin a study of how to transmit the faith in a truly "liberal" environment.

Another challenge is how Goshen College can best serve the interests of students who represent various Christian traditions. How can a Mennonite college best serve Methodists, Baptists, Presbyterians or Catholics? This problem is especially germane as Goshen seeks to recruit more non-Mennonite students.

The problem is to a considerable extent relieved by the nature of the liberal arts. Certain subjects are not critical. There is no such thing as denominational mathematics, biology, psychology, computer science and nursing. The rub comes in the areas such as history and religion. An unconscious bias must be disciplined by a conscious effort to be increasingly respectful and tolerant of other traditions. The problem of bias is admittedly hard to work at since it is largely a matter of unconscious expression rather than dogmatism. Theoretically, it is a question of how a college that is committed to a particular tradition can entertain the claims of universality.

Finally, the relation of Goshen College to its constituent churches is complicated by the fact that congregations vary considerably in their expectations. The Mennonite Church today represents a rather wide spectrum of theological and cultural convictions. It would be simple enough if the Mennonite Church had a well-defined structure of authority. But it does not, especially since it is no longer controlled by bishops, "strong leaders" and conferences. To be sure, Goshen College is directly accountable to the Board of Overseers and the Mennonite Board of Education. But in reality it has direct relations with hundreds of congregations, thousands of individuals and nearly a dozen conferences. It is a fact of life that the college must respond to many and sometimes conflicting demands.

But to be in a family which is sometimes in conflict is better than to have no family at all. Goshen College exists in a living context of give and take. Many colleges would exchange their larger endowments for a small denomination that contributes up to $400,000 annually for operations and

encourages congregations to help students with scholarships and numerous other expressions of support and good will.

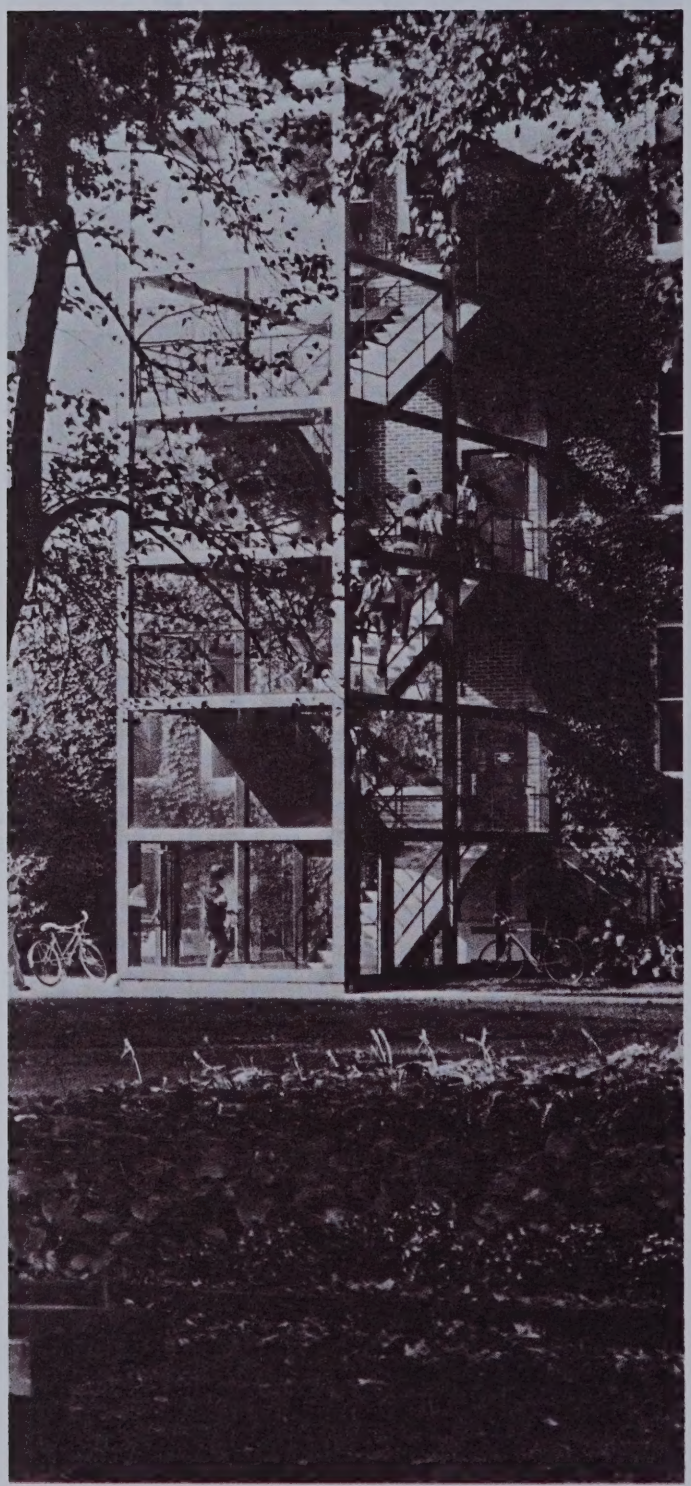
At this stage in its history Goshen College wishes for even a closer tie to the churches. It seeks a covenantal tie in marriage in which obligations are clearly defined and are mutually binding. As it is, the colleges are accountable to the churches through the appropriate boards, but the churches are not accountable to the college.

To be sure, most congregations support the college, but there is no structure of accountability that binds them to the college. Especially in recent years, since the Mennonite Church has accepted a congregational form of government, individual congregations are to a large extent free to do whatever they please. This means that all Mennonite institutions, including the colleges, live an uncertain life, being dependent upon good will rather than covenantal commitments. Whether a denomination organized along congregational lines can be covenantally related to its institutions is a moot question.

There are those, of course, who would claim that the only way to protect the freedom of Christian colleges is to establish distance or become non-denominational. With this contention, I would disagree. I would prefer a formal relationsip of mutual accountability in which churches and colleges may "give counsel and receive counsel" and engage occasionally in conflict if necessary, but within a set of binding commitments, assumptions and guarantees analogous to marriage. A good marriage is not one without occasional disagreements and spats. A good marriage is one within which conflict is not allowed to jeopardize the fundamental relationship. In marriage, the couple feels secure enough to entertain all the inevitable ups and downs of life. Security to be in fact a Christian liberal arts college will come when the college and the congregation are married to one another.

Provost's Report

Making A Unique Contribution



By John A. Lapp

Practically all the effects associated with college attendance are more pronounced among students at private institutions. . . .
—Alexander Astin

The dominant question at Goshen College this year involved enrollment. With 75 fewer students than in 1980-81, administrators and faculty had to reflect on what this meant in terms of program let alone tighter budgets. Many positions will be jeopardized if our enrollment pattern should follow demographic projections.

High school graduates in Indiana, Illinois and Ohio are expected to decline 29 percent between 1979 and 1995. Nationally, Mennonite high school graduates are projected to decline from 2,628 in 1978 to 2,100 in 1984. At the same time when there is less public support for higher education and when costs are increasing in the midst of economic distress, more patrons appear to be less convinced of the value of a church-related college education. Fortunately, there is increasing evidence that demographic trends are only one of several ingredients in determining enrollment.

One of our tasks, for such a time as this, is to demonstrate that a small, independent, church-related institution can and does make a unique educational contribution. Here the work of Alexander Astin in *Four Critical Years* (1977) provides significant evidence. Astin, in the 1960s and '70s, studied more than 200,000 college and university freshmen and then followed their careers in college and beyond. His conclusions are unequivocal: "If favorable impact on students is the desired goal for the higher education system, private institutions seem to foster greater student change than public institutions in almost all areas." Astin shows how students at such colleges increase their artistic interests, have higher self-esteem, have greater opportunity for participating in campus activities, are better satisfied with classroom instruction and faculty relationships and are "more likely to implement career plans." Students at religious colleges have greater altruism and more persistent religious belief.

At Goshen College we believe in the integrity of what we are doing. We are sure that we can and must communicate program and mission more forcefully and attractively. Our own studies, including the significant doctoral research by Norman Kauffmann on the impact of the Study-Service Trimester, provide documentation of Astin's findings. It would not be accurate, however, to pass over the fact that too many students and constituents are not as sure as we are of the authenticity of the Goshen College program. We ought to be modest enough to admit that GC is not for everyone, as much as we would like it to be. One of the major issues for students and their parents is to weigh the relative merits of an education that emphasizes "how to live" rather than primarily "how to earn a living." The distinction is not absolute but significant.

We believe in the integrity of what we are doing. We are sure that we can and must communicate program and mission more forcefully and attractively.

Coordination

The most important task of the provost is to stimulate linkages between the many parts of the institution. Some of this happens via the personal contact with those who report to the provost. Most of it comes through major committees that bring together key sectors of the college.

A critical point in coordination concerns the "marketing" of Goshen College. The Marketing Committee brings together Admissions, College Relations and Information Services directors and program administrators to reflect on how Goshen College can satisfy the needs and wants of our constituencies. This year the task was compounded by having new or acting leadership in each of the three departments with an external orientation.

Another point of coordination is to determine what present and possible programs should be used to attract special funding. Representatives from College Relations and the Business Office meet periodically with the dean and provost to determine what ought to be included in grant proposals and the direction these should be sent.

A third important area of coordination is to assist in the process of integrating new and somewhat diverse programs into the mainstream of college activity. This was the second full year for minority ministries programs for Hispanic and Black Americans. Both are well launched. Hispanic Ministries, however, has a substantially larger number of students. A major concern for next year is to see if more interest can be generated in Urban and Black Ministries.

This was the first year Goshen operated the Merry Lea Environmental Learning Center. Director Larry Yoder has provided energetic and imaginative leadership. It is clear that a strong long-term program at Merry Lea will require a considerable investment of money. The possibilities of Merry Lea are enormous both for the college and community in demonstrating a multifaceted environmental program that makes a strong statement about Christian stewardship of natural and human resources.

One of the most unique resources of Goshen College is the Mennonite Historical Library. The enlargement of the library to the south wing of the Good Library third floor and the special stacks for compact storage have greatly increased its services. The three-year $153,000 grant from the National Endowment for the Humanities is helping the staff upgrade the cataloging of the holdings. The library has become the primary cataloger of dozens of volumes in the national OCLC catalog, which becomes the catalog of hundreds of volumes in the collections of Anabaptistica and Mennonitica at other Mennonite colleges and seminaries. The cooperative planning and operation of the library with Associated Mennonite Biblical Seminaries has been very satisfactory.

Another area where coordination is critical is in institutional planning. The previous two years we devoted considerable time to the preparation of the "Mission of the College" statement and a "Strategy for Planning" as a report to the Mennonite Board of Education. This year these points of reference were significant as background for several grant applications. The biggest challenge is to insure that our words become reality and that our action reflects purpose.

Issues

In the course of an academic year there are numerous items for debate. Indeed if we are to be a vital institution where inquiry is cultivated and community negotiated, there has to be a ferment of ideas and alternative positions. Sometimes these are brought to closure. Many are perennial.

Next to the question of student numbers and intricately related is that of student finances. It is not that Goshen's costs are exorbitant or our clientele without resources. But especially during the past 20 years students and parents have become aware of public and institutional support for college students. Goshen has been increasing its institutional allocations to student aid. We have encouraged congregations to support their students attending Mennonite colleges. Goshen students last year received student aid valued at $3,681,000 in grants and loans. Federal and state support, however, will probably decline, so all that the college can do to generate more support will be extremely helpful. A special concern is to provide adequate funding for students who come from poor and often minority situations.

Another related issue still somewhat beneath the surface is the feeling on the part of some non-Mennonite students that the campus program and language does not sufficiently serve a pluralistic community. A survey of students not planning to return next year put this second only to finances in determining their future enrollment.

The Student Development Division has long been pleading for improved social facilities on campus. A survey of alumni indicated that they also feel the provision for non-curricular activities is inadequate. Facilities are needed for informal athletic activities as well as places where students can get together away from the Student Union thoroughfare.

Again this year the faculty were reminded that education in a church context is both liberation and commitment. Sensibilities vary both in the student body as well as in the church and surrounding community. Several films shown during a "No More War" week created a reaction not only to the violence of the screen but also to what some considered promiscuous sexuality.

This year, more than any of the previous 10 that I have been at Goshen, I have been reminded of the fragile nature of human relationships. There does not seem to be any single cause or occasion for the tensions that emerged. As a group of people living in close proximity, it is incumbent on each individual to respect the contribution and role and to work for the growth and good of each other.

These issues should not blind us to the essential fact that Goshen College is an invigorating academic community. The stimulation is so overwhelming that both students and faculty have to select their involvements. The 1,300 students and faculty are as imaginative and considerate as one could find anywhere. This year new personnel in the Deanship, College Relations, Campus Ministries, an entirely new Admissions staff and several acting directors provided an infusion of new energy and demonstrated strong leadership.

For all this I am profoundly grateful both to God and the people who are Goshen College.

Dean's Report

Declining Enrollment Prompts Review Of Curriculum

By Vic Stoltzfus

Our school year began with an unusual retreat in which faculty and their families were the soloists, orchestra and chorus for Gilbert and Sullivan's opera, *The Pirates of Penzance.* We presented our dramatic gift to the student body and community friends who filled the Union Auditorium the evening of the first day of classes. As students recognized the faculty costumed as maidens, pirates and policemen, they mixed laughter with their applause.

The fantasy of light opera soon collided with the realism of a decline of 75 students. Goshen's enrollment in 1981-82 followed regional trends for private colleges: a high number of applications in January and February eroded into fewer than expected matriculations in September. The uncertainty and actual reductions in federal aid for students contributed to a similar problem for many private colleges.

Budget adjustments for the 1982-83 school year began last fall. Departments and divisions examined course offerings carefully with a view to reducing faculty costs while maintaining a strong academic program. It is very difficult to ask highly motivated, competent faculty to teach fewer courses. Through weeks of consulting and cross-checking with faculty committees, the difficult reductions were achieved for the current school year. All existing program majors and minors were preserved, but in some instances there will be fewer course selections in a given year. The faculty deserve high praise for responding to such a difficult problem with a consciousness of institutional needs as well as loyalty to their particular programs.

Efforts to adjust our program to student needs in the future took shape as the faculty adopted a program review procedure. Existing programs with low enrollment will be evaluated, and new programs will be considered. The provost, dean and registrar will make initial recommendations to the curriculum and instruction committee. Departments and the entire faculty will also participate in the program review. The review will consider program contributions to the college mission and goals as well as enrollment patterns.

Faculty also took new initiative in student recruitment this year. Our first computer week attracted high school students to beginning and advanced instruction that included field trips to offices and industries. Several college departments contacted their academic counterparts in local high schools to update their information on what the college now offers in their fields of study. The Bible, Religion and Philosophy Department is preparing a competency test in Bible which would give recognition to the academic work of students who are entering the college with a strong Christian high school preparation.

Kathleen Gnagey Short, assistant professor of education, was invited to an elementary school for a story-telling session, one of many ways faculty contributed to the community in 1981-82.

Music week for high school students continues to attract both vocalists and instrumentalists. Lon Sherer of the music faculty has written, "In my department many of our 'finest hours' have come as faculty and students make music together. . . . I am still deeply moved at the sight of Doyle Preheim singing with the basses during a high school music week or Mary Oyer turning to help a young cellist in *Pirates* rehearsal."

During early February my wife Marie and I visited Study Service Trimester units in Belize, Honduras and Costa Rica. We made field trips to rural areas with students and unit leaders and attended cultural programs in the capital cities. We were also mealtime guests in the homes of two host families. American embassy officials briefed us on current political trends in the region. We were impressed with the resourcefulness of college faculty members who serve the needs of students in capacities far beyond their specialized campus roles. We also saw students learning to understand themselves and their own country as guests in the developing world. The second year of the China exchange benefited from the experience of last year and was successful on campus as well as in Chengdu.

I attended two national conferences designed to assist administrators in higher education. The workshops and lectures were helpful in assessing government policies, interpreting educational trends and displaying some of the new information technologies, including an amazing video disc that interacts with a computer. Two themes were prominent in the conferences: colleges must have a distinct identity in order to meet the challenges of this decade, and every aspect of a college's work—academic program, admissions, student development, church and alumni relations—must work in close cooperation.

Fortunately, Goshen College has a history of a coherent academic culture. But like the streets of New York City, such work is never completed. Continuous consultation among faculty, administration, students, church and alumni and with the college and its governing boards is not a grudging

necessity but a vital source of ideas that influence policy and action.

A faculty development conference in April 1981 uncovered the need to be more sensitive to positive collegial relations between men and women and between minority and majority group members. We devoted two entire faculty meetings to these concerns this year. We identified attitudes and actions that would make us a more inclusive community. A well planned, well attended Women's Emphasis Week heightened awareness of women's contributions to college, church and society.

The past year was also a year of advance in peace education. Philip Hallie, author of *Lest Innocent Blood Be Shed*, lectured in convocation and various classes on the peace witness of pastor Andre Trocme in occupied France during World War II. Kathryn Aschliman, professor of education, began plans for a book on peacemaking activities of Goshen College education alumni in their classroom work. Provost John A. Lapp made an administrative visit to Lebanon, Egypt and Israel and reported his impressions of peace witness and agricultural development to the campus. For much of the year the campus sculpture, "Broken Shield," was the scene of students and faculty gathered at noon in prayer for peace. And in this coming academic year we will have the insights of newly arriving professors who are scholars in peace research, Ed Laarman in religion and Ted Koontz in political science.

The college has a number of academic programs that are regularly examined by state or professional examiners for certification or accreditation. In 1981-82 the Nursing Division and the continuing education program in nursing were visited and received strong professional endorsement. The Indiana State Board of Education reissued a first class commission to the laboratory kindergarten. Self-evaluation work has begun in preparation for a site visit by accrediting agencies for our programs in education and social work. A year from now we will begin the work of a total campus self-study for reaccreditation by the North Central Association.

Every academic division of the college was involved in supplying information to Judith Davis, director of sponsored programs, in the preparation of a Title III grant request to the federal government. In July the U. S. Department of Education notified the college that it will receive a substantial grant, the exact amount and specific content still to be negotiated, to assist several divisions with new equipment and other program resources.

The new computer science major, approved by the faculty and governing boards this spring, will be greatly enhanced by Title III funds. The grant request provides for a new educational computer of DEC VAX 730 or 750 quality and twice the present number of terminals for student use. The new terminals will mean a very favorable ratio of terminals to users. A renovated area in the basement of Coffman Hall will be the location for the terminals.

The library and the life planning programs of the Student Development Division also expect to benefit from Title III funding. Funds are limited to the development of new

Patricia Magal, a sophomore from Bethesda, Md., checks her weight in the People's Republic of China, where she was an SST student one year ago.

educational resources for the college and thus do not offer relief from the continuing responsibility of the yearly operating budget.

At the conclusion of this first year of service I take this opportunity to offer public thanks to three colleagues who have been especially helpful in orienting me to my new work—Betty Shenk, assistant to the dean, John A. Lapp, provost, and John Nyce, registrar. Participation in more than a dozen committees has also given me a profound respect for Goshen's utilization of the administrative gifts of its faculty.

I look forward to the crisp days of fall and the return of our student body for the 1982-83 school year.

Student Development Report

New Ideas, Programs Emerge

By Norman Kauffmann

This has been a year of major transition in personnel in the Student Development Division. With new admissions and campus ministries teams, two new resident directors, one-year interim directors for student finance and orientation and a new office manager, a good amount of time was expended in orientation and building a solid team. While we wrestled with the problem of continuity, many fresh ideas, dreams and programs emerged from the new team members.

Campus Ministries

James and Nancy Lapp arrived to serve as campus ministers. They quickly sensed the needs of the Goshen campus and creatively developed programs, events and settings to meet these needs.

Out of the two-day faith development workshop led by Jim and Nancy in January emerged a clearer vision for ministry to students at Goshen College. Three of the more tangible results were a faculty-student committee on faith development, a paper clarifying the partnership between the college and local congregations in meeting the spiritual needs of students, and the identification of 16 programs that will receive priority and be available to students desiring to grow spiritually while at Goshen College.

Admissions

Ken Pletcher served as acting director of admissions until Dennis Koehn arrived last September. Ken stayed on part-time throughout the fall to provide continuity with the past year. Dennis' managerial skills were very helpful in setting the direction and establishing priorities for the many tasks of the department.

Torrie Martin, Marilyn Graber and Stan Miller joined the team as admissions counselors. Charlie Klink served as interim director of special programs.

The mission of the department, noted Dennis, is "the admission of appropriate numbers of students in order for the college to fulfill its mission and the counseling of youth in a way that enables them to make educational choices for their personal, professional and spiritual growth." While this dual mission (counseling and recruitment) represents no change from the past, the decline in the number of high school graduates highlights the recruitment aspect of admissions work. In the future we need to expend more money and time in developing effective ways to present Goshen as an attractive choice for students.

Sophomore Anthony Stoltzfus from Oskaloosa, Iowa, relaxes and studies outside after spring's arrival.

Student Services

Student leadership in governance, residence hall living units, committees and campus employment was a vital part of campus life this year. Students carried out crucial jobs in admissions, student services and campus ministries. Particularly gratifying was the re-emergence of a student government, the Student Central Committee. Doug Caskey, Becky Rittgers, Korla Miller, Anthony Parker and Scott Lehman comprised the executive committee. Becky Rittgers was elected as chair of this organization for the 1982-83 year.

Anne Birky Koehn replaces Larry Rupp for the '82-'83 year as director of residence life. Larry, Rosemary and their children arrived in Honduras in late June where they will serve as SST leaders until early August of 1983. Joining Anne in residence life will be two new resident directors: Chris Kaufmann, director of Miller-Kratz, and Dave Klahre, director of Yoder Hall.

Phyllis Wulliman competently and creatively managed the student financial aid office during a year when the federal government was very indecisive about its programs of financial aid. With students becoming more interested in the cost of education and colleges across the nation increasingly using aid as an incentive for enrollment, the pressure mounts for Goshen College to do the same.

The counseling staff, directed by Russ Liechty, invested 1,507 hours counseling with 726 different students during this past year. Most of these sessions focused on issues appropriate to the college student, i.e., Who am I? Where am I going?

J.B. Shenk, director of career services, reported that Goshen students, like many others across the land, are becoming less interested in career development exercises (self-assessment, etc.) and more interested in job-oriented, placement concerns. To meet this interest several placement

Students took advantage of the winter weather by bobsledding, ice skating and cross country skiing.

seminars were held with the departments of Bible and religion, science, business and economics, education, English and social work.

Willard Krabill and the health center team continued to promote holistic health care (physical, emotional, spiritual) through the classroom, dorm discussions, chapel/convocations, training workshops, personal counseling and physical checkups.

Dwain Hartzler, director of student activities, will be leaving in January to complete his master's program at Bowling Green State University. After working closely with Dwain during the fall trimester, several student assistants will carry out the winter trimester program.

Campus Issues

Censorship became a matter of concern for students this past year. Some were concerned that people from off-campus were interfering with what they consider their legitimate educational pursuits. Students asked if they will have anything to say about the criteria for the selection of books and films or whether those decisions will be made without them. Students want discussion and mutual accountability. They point out that they are held accountable daily by faculty and administration. They want to know how individual congregations and pastors are accountable.

Approximately 600 students and 74 faculty met together in 37 residence hall units on Jan. 18 for two hours to discuss the apparent growing disregard for the campus alcohol standard. The awareness and perceptions of the problem among students and faculty varied significantly. Many students had no idea a problem existed, while others believed there had been no increase in the number of violations but violations were simply hidden less than in the past. Some thought there was a significant increase in violations, but interestingly enough, no report from students said there was a significant problem on their own residence hall unit.

Why do students say they drink? The following were the most frequently given responses: 1) experimentation, 2) boredom, 3) social purposes, 4) testing and rebellion, 5) to cope with stress, 6) peer pressure, 7) continuation of a pattern started in high school, 8) ignorance of the negative effects of alcohol.

The vast majority of students indicated that they wanted a campus where the possession and use of alcohol is prohibited. They perceived the current policy to be fair and reasonable and thought that the basic policy should remain the same. It became clear that the problem was not whether students wanted an "alcohol-free campus" but the means by which that goal would be achieved.

A number of recommendations emerged:

•Select residence hall staff that are good models, have the ability and willingness to confront fellow students who violate the regulation and who are willing to work closely with the resident director.

•Increase the visibility of the college standards, making expectations clear.

•Enforce standards in more obvious and simplistic ways.

•Provide more facilities where students can meet and more activities that provide ways for students to enjoy each other.

•Provide more education about the dangers of alcohol and alternative ways of handling stress.

•Enlist faculty support as role models.

One of the results of these recommendations was a new procedure for enforcing the alcohol standard that was implemented during the winter trimester.

These discussions highlighted again the need for more recreational facilities on campus. One gymnasium designed for a student body of 600 is simply inadequate for a student body of 1,100. It is increasingly evident that when the weather permits students to be outdoors to release their energy creatively, they are happier and healthier; also there are far fewer violations of campus standards. In addition, students coming from high schools with pools, running tracks and racquetball courts are keenly aware of what they are missing at GC.

During the 1980-81 school year President Burkholder appointed an Ad Hoc Sexuality Committee to assist the campus in dealing with important issues of human sexuality. This year the committee planned and implemented a series of chapels and convocations on various aspects of human sexuality and developed a position statement that was adopted by the faculty on April 1. Since that time the official standards statement, which appears in the college catalog, the student handbook and the residence life manual, has been revised. Perhaps most importantly, the committee has made creative recommendations for curricular and co-curricular activities that will assist students in more adequately dealing with the issues in this vital area of development.

What Is The Nature Of Today's Student?

Generalizations made about college students across the nation are not necessarily applicable to students at Goshen but, needless to say, cultural pressures have their impact on the GC student, too. "Going first class on the Titanic" is the way Arthur Levine sums up student views of their future. This "life boat" mentality explains why they are optimistic about their own future but pessimistic about the future of the nation and the world. Even if the ship of society is doomed by the rotten economy, increasing prospects of nuclear war, crime and declining energy resources, students seem to be convinced that college is the lifeboat that will provide adequate money and a high status position.

It is rewarding, however, to note that many students at GC continue to choose the way of life handed down to them by their forebearers and the Nazarene — finding fullness of life in doing God's work in the world.

Business Manager's Report

GC Balances Budget Amid Recession

By J. Robert Kreider

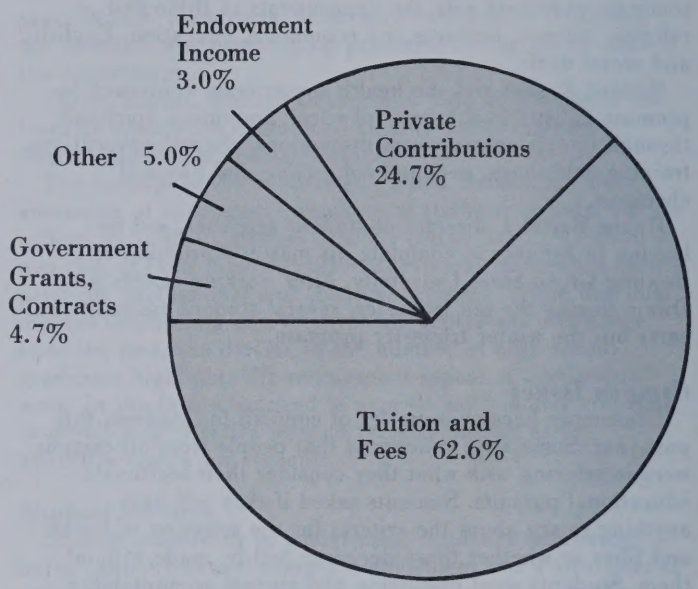
The 1981-82 year was the 43rd consecutive one in which Goshen College has operated without a deficit. The net gain was a modest $12,114 on a budget of $9 million. Even such a small gain is very gratifying in the midst of a recession. We sincerely thank every individual, congregation, business and foundation that helped make this successful year possible.

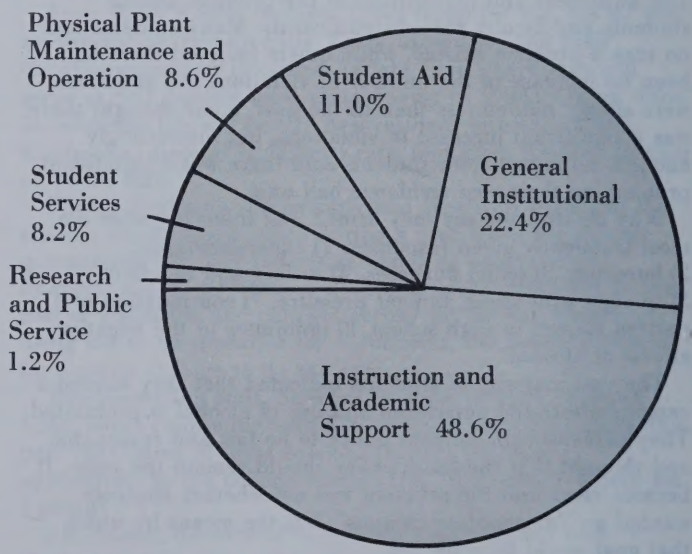
The year also underlined the importance of bequests in the college's financial program. Goshen College received approximately $230,000 in undesignated bequests, more money than in any previous year of its history. Every attempt was made to use such bequests in a manner we believe would have pleased the donors. Most were allocated to capital projects which will continue to serve the purposes of the college for years to come.

Some of the money provided new and larger disk storage for the computer, considerably increasing and extending its usefulness. Some is being used to renovate an area to house the projected educational users computer. Bequests provided sufficient money to complete a three-year project of replacing deteriorating underground steam and water return lines with well insulated, energy conserving new lines. The indebtedness on two of our buildings was completely paid off with bequest money, so those buildings can serve our community, unencumbered, for years to come. Remaining funds were used to purchase much needed new furniture for student lounges and to provide increased student financial aid to help offset cutbacks in government aid.

Two factors were very significant in the year's successful financial operation in addition to the bequests and continued generous annual fund contributions from our many friends and constituents. First, virtually all departments of the college exercised very responsible budget management throughout the year. Both faculty and administrators were successful in carrying forward a quality program with modest budgets and are to be commended for their fine planning and good management. Second, while high interest rates hurt the economy as a whole during the past year, they did prove to be an excellent source of income for operations. Careful management and investment of current funds yielded nearly $130,000 of interest income, and unrestricted endowment income provided an additional $128,000.

The graphs to the right show our main sources of revenue and the distribution of expenditures. More detail is provided in the financial reports on the following pages. Audited financial statements will be available for inspection in my office. Readers are invited to look them over and discuss them with me.




Physical Plant Maintenance and Operation 8.6%
Student Aid 11.0%
General Institutional 22.4%
Student Services 8.2%
Research and Public Service 1.2%
Instruction and Academic Support 48.6%

Statement of Current Funds, Revenues and Expenditures

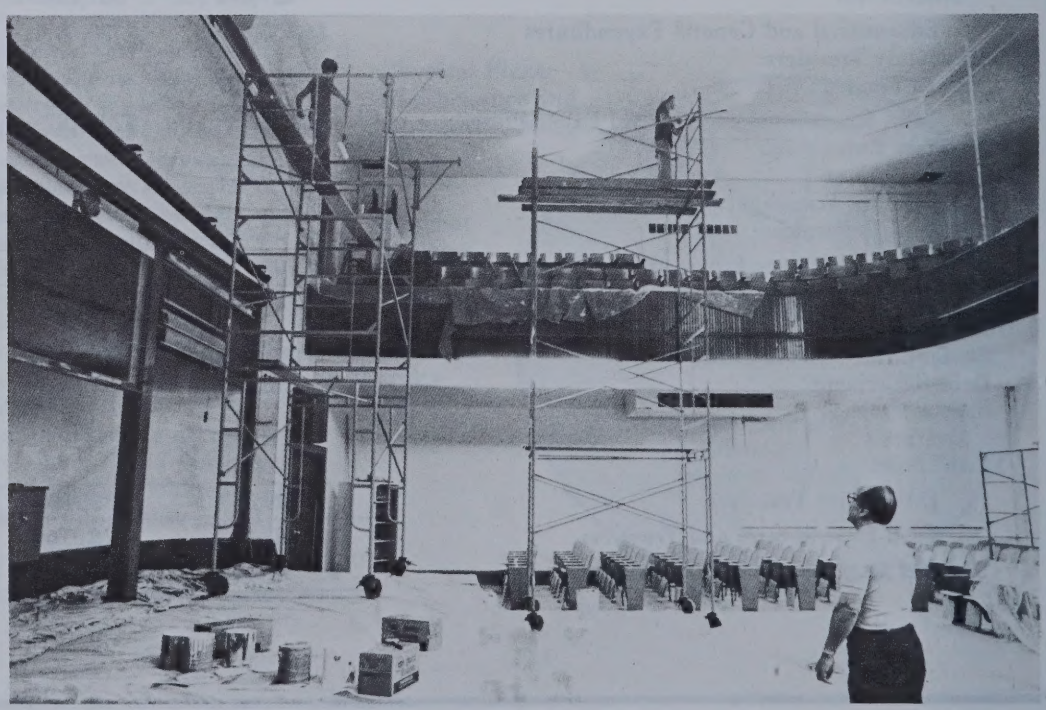
Year Ended June 30, 1982
With Comparative Figures For 1981
(Unaudited)

	Unrestricted	*Restricted*	*Total*	*Total 6-30-81*
Revenues:				
Educational and General:				
Student Tuition and Fees	$4,688,999	$	$4,688,999	$4,388,641
Government Grants/Contracts	35,489	318,245	353,734	410,998
Contributions — Private	1,507,817	342,357	1,850,174	1,638,896
Endowment	151,313	72,242	223,555	239,562
Sales and Service	55,687	118,255	173,942	151,339
Other Sources	194,956	3,500	198,456	189,517
Total Educational and General	$6,634,261	$854,599	$7,488,860	$7,018,953
Auxiliary Enterprises	1,560,890	63,777	1,624,667	1,594,229
Total Revenues	*$8,195,151*	*$918,376*	*$9,113,527*	*$8,613,182*
Expenditures and Mandatory Transfers:				
Educational and General:				
Instruction	$2,441,972	$250,390	$2,692,362	$2,470,216
Research	14,976	54,634	69,610	129,580
Public Service	19,503		19,503	8,733
Academic Support	746,577	70,488	817,065	766,741
Student Services	585,789	5,371	591,160	515,152
General Institutional	1,591,635	23,243	1,614,878	1,413,461
Operation and Maintenance of Plant	609,893	8,862	618,755	550,916
Student Aid	427,474	367,199	794,673	762,095
Educational and General Expenditures	$6,437,819	$780,187	$7,218,006	$6,616,894
Mandatory Transfers:				
Loan Fund	7,887		7,887	13,138
Total Educational and General Expenditures	$6,445,706	$780,187	$7,225,893	$6,630,032
Auxiliary Enterprises:				
Expenditures	$1,690,672		$1,690,672	$1,684,114
Mandatory Transfers				
Debt Retirement	17,500		17,500	21,100
Total Auxiliary Enterprises	$1,708,172		1,708,172	1,705,214
Total Expenditures and Mandatory Transfers	$8,153,878	$780,187	$8,934,065	$8,335,246
Other Transfers:				
Student Aid — Work Study	(138,189)	138,189		
Debt Retirement	8,000		8,000	8,000
Special Projects:				
Overhead	(17,500)		(17,500)	
Plant Fund	176,848		176,848	269,936
Total Other Transfers	$29,159	$138,189	$167,348	$277,936
Total Expenditures and Transfers	*$8,183,037*	*$918,376*	*$9,101,413*	*$8,613,182*
Net Increase in Fund Balances	**$ 12,114**	**$ 0**	**$ 12,114**	**$ 0**

Goshen College
Consolidated Balance Sheet
June 30, 1982
With Comparative Figures at June 30, 1981

Assets	*6-30-82*	*6-30-81*
Cash	$ 87,846	$ 208,474
Investments	5,320,664	4,768,471
Accounts Receivable	249,190	186,935
Inventories	97,053	87,030
Prepaid Expenses	31,085	45,079
Notes Receivable	1,929,595	1,864,176
Deposits		
Fixed Assets Less Depreciation	10,758,660	10,379,358
Total Assets	$18,474,093	$17,539,523

Liabilities and Fund Balances	*6-30-82*	*6-30-81*
Accounts Payable and Accrued Liabilities	$ 490,758	$ 460,484
Deposits	109,027	112,306
Deferred Income	51,419	123,524
Notes and Contracts Payable	386,981	375,944
Mortgages Payable	213,540	250,320
Fund Balances:		
Current Funds:		
Unrestricted	229,554	217,440
Restricted	727,726	627,454
Endowment Fund	3,533,213	3,266,837
Annuity Fund	356,450	294,242
Loan Funds:		
U.S. Government	1,681,258	1,589,095
Goshen College	286,947	245,355
Plant Fund	9,613,674	9,194,231
Merry Lea Funds:		
Current	100,200	95,945
Endowment	51,000	51,000
Plant	642,346	635,346
Total Liabilities and Fund Balances	$18,474,093	$17,539,523



Kenneth King, director of the physical plant, supervises the replastering and repainting of Assembly Hall, one of several renovation projects completed this past summer.

College Relations Report

Contributions From All Sources Top $3 Million For First Time

By Daniel Kauffman

It has been a good year by any standard in the College Relations Division, with the "bottom line" revealing continuing and generous contributions. We are ready to give kudos to all donors, many groups of persons and the faculty-staff that made it possible.

Some 5,302 donors contributed $3,128,457 to Goshen College, marking the first time contributions have surpassed $3 million. Many other persons volunteered time and counsel, encouraged their children to study at GC and served as advocates of the program.

In some respects, however, it was a hard year. News stories on the plight of small independent colleges are not exaggerated. Inflation, reduced enrollments, competition with less expensive state colleges, recession, reduced federal aid to students and unemployment—all these forces have had a negative impact on Goshen College.

But on the last day — in the last *hours* — of the fiscal year which ended June 30, 1982, it all fell together positively, and we ended our 43rd consecutive year without a deficit. Students, faculty and contributors made it a team effort and a team success. Thanks to everyone for helping.

Contribution Summary and Comparisons

Annual Fund (Unrestricted)	*1980-81*	*1981-82*
Alumni	$ 379,358	$ 453,747
Church	415,794	381,271*
Business, Industry	217,999	242,680
Other Friends	44,594	58,688
Foundations	90,764	44,750
Annual Fund Total	$1,148,510	$1,181,137

Restricted Fund (Designated)	*1980-81*	*1981-82*
Alumni	$ 592,077	$ 296,292
Church	75,940	34,451
Business, Industry	83,659	80,651
Other Friends	318,236	250,291
Foundations	466,053	1,043,999
Bequests	123,080	241,635
Restricted Fund Total	$1,659,045	$1,947,319
Grand Total	**$2,807,555**	**$3,128,457**

*This total reflects adjustments made after the unified giving formula was applied.

Within these totals, the following items are of special interest:

- Giving from alumni increased 19.6 percent for the annual fund.
- Giving from congregations and church individuals decreased 8.3 percent. This likely reflects the recession and unemployment afflicting the Midwestern industrial region where the major Goshen College constituency is located.
- GC faculty and staff contributed $79,270 during the past year, an increase of 37.4 percent.
- Parents of students contributed $167,390, which is an increase of 109 percent over last year.
- The GC Associates, including 249 households, gave $914,892 in the past fiscal year.
- The Board of Overseers and various advisory boards contributed $408,436 during the year.
- Business and industry contributed $323,331, a 7.1 percent increase over last year. Considering the economic recession, business and industry are to be commended in a special way.
- Bequests increased substantially to $241,635. All bequests were used for special "above budget" kinds of projects.

Five-Year Trend Line

Sometimes friends and alumni ask if contributions are keeping up with inflation. Here is a five-year summary:

Purpose	*Total Contributions 1976-77*	*Total Contributions 1981-82*	*Increase Over Five Years*
Annual Fund	$ 920,633	$1,181,137	28.3%
Restricted Fund	760,981	1,705,683	124.2%
Bequests	117,012	241,635	106.5%
Total From All Sources	**$1,798,628**	**$3,128,457**	**73.9%**

Reporting To Friends And Contributors

The most important function of the college relations staff is to report to our friends and alumni the significant events, learning opportunities, issues and future plans of the college and to motivate these people to contribute. This is done through a variety of methods. The *GC Bulletin* is our flagship for information and interpretation. It is supplemented by regional Goshen meetings; focused newsletters such as *Heritage* or *Advance Notice*; news releases to the church and secular press; direct mail pieces; campus meetings; speakers in congregations and service clubs and special home and office visits to selected persons.

If there are issues or concerns we should be addressing, please let us know. Goshen wants to be your college.

Thanks again for helping make 1981-82 a good year.

Volunteers Give In Variety Of Ways

Each year students, alumni and friends of Goshen College volunteer their time and energy in a variety of ways.

Students participate in the planning and operation of the spring phonothon. Parents serve on the Parents Council, planning such events as Parents Weekend.

One important volunteer group is the President's Advisory Board, described by Provost John Lapp as a "community liaison group." Friends and alumni from Goshen and its environs, members meet two or three times a year with President Burkholder, listen to GC plans and concerns and offer feedback from their off-campus perspective. "They're a kind of informal sounding board," Lapp said. "Their advice and counsel are valuable."

The Board of Overseers is the operating board of Goshen College. It approves budgets and faculty appointments and participates in program decisions. The Mennonite Board of Education holds title to Goshen College properties and provides overall direction for Mennonite education.

Mennonite Board of Education

Benno Barg
Scarborough, Ontario

Willard D. Conrad
Colorado Springs, Colo.

Charles Gautsche
Archbold, Ohio

H. Ralph Hernley
Scottdale, Pa.

Lowell Herr
Portland, Ore.

Gerald L. Hughes
Cleveland Heights, Ohio

Samuel Janzen
Harrisonburg, Va.

Lois Kenagy
Corvallis, Ore.

Betty Livengood
Keyser, W.Va.

Pearl Schrack
Telford, Pa.

Alfonso R. Valtierra
North Riverside, Ill.

J. Glen Widmer
Wayland, Iowa

Board Of Overseers

Richard Kauffman
Scottdale, Pa.

Arlene Mark
Elkhart, Ind.

John L. Ruth
Harleysville, Pa.

Robert L. Shreiner
Hyattsville, Md.

Leland Slough
Elkhart, Ind.

James G. Wideman
Waterloo, Ontario

Aden J. Yoder
Minier, Ill.

Richard J. Yoder
Dalton, Ohio

William R. Zuercher
Hesston, Kan.

Weldy, Rieth Die

Two strong advocates of Goshen College, Loren M. Weldy of the Parents Council and Blair A. Rieth of the President's Advisory Board, died Aug. 16 and Aug. 18.

Weldy, 50, graduated from Goshen College in 1954 and taught and served as principal with the South Bend (Ind.) School Corp. since 1956. His wife, Barbara Roth Weldy, and sons Alan, a GC student, and Stanley survive.

"Loren was a very helpful member of the Parents Council," said Norman Kauffmann, dean of student development. "His insightful perspective and words of support and admonition at last spring's meeting are still vivid in our memories."

Rieth, 68, was the president of Rieth-Riley Construction Co. Inc. of Goshen. Immediate family members who survive are his wife, Martha Schuhardt Rieth, and a son and daughter.

"We have lost a great friend and Christian brother," commented J. Lawrence Burkholder, president. "As a member of the President's Advisory Board for 20 years, Goshen College enjoyed his counsel, which was gentle, wise and supportive. We dearly loved him and, with him, Martha, whose memories of her husband will surely include the love, good will, benevolence, loyalty and citizenship of a marvelous persons."

Parents Council

Milton and Ruth Cender
Gibson City, Ill.

Vernon and Joanne Clauss
Cissna Park, Ill.

Gordon and Judy Dyck
Goshen, Ind.

Ira and Velma Esch
Mio, Mich.

Simon and Marjorie Good
Valparaiso, Ind.

Robert and Ruth Harnish
Eureka, Ill.

Alton and Dorothy Horst
Tiskilwa, Ill.

Jesse and Genevive Kehr
Goshen, Ind.

Robert and Miriam Liechty
Berne, Ind.

Wendell and Betty Litwiller
Goshen, Ind.

Mervin and Arlene Miller
Scottdale, Pa.

Wayne and Doris North
Lombard, Ill.

Don and Barbara Reber
Goshen, Ind.

Howard and Jean Schmitt
West Liberty, Ohio

Melvin and Marilyn Voran
Goshen, Ind.

Loren and Barbara Weldy
South Bend, Ind.

Jerry and Ruth Ann Wittrig
Goshen, Ind.

Don and Marceil Yoder
Granger, Ind.

Thomas and Hazel Yoder
Normal, Ill.

President's Advisory Board

Charles Ainley
Jon S. Armstrong
Lehman Beardsley
Isabelle Chapman
Dr. Walter A. Compton
Tom Corson
Arthur J. Decio
Thomas L. Dusthimer
Lewis D. Fidler
Ralph Gunden
William P. Johnson
Elsie Kintner
Allan J. Ludwig
Geraldine Martin
Charles F. Miles
Carlyle Mutschler
Robert Richardson
Beth Rieth
Blair Rieth
Harold Schrock
William F. Stose
Richard Strasser
Basil S. Turner
Frank E. Yoder

More Companies Match Employee Gifts

Corporations matching employee gifts to Goshen College increased in the '81-82 fiscal year from 63 to 75. Matching gifts totaled $26,478 compared to a total of $23,550 in the previous year. Such gifts have played an increasingly important role in recent years. Just two years ago they totaled only $15,420, 58 percent of this year's sum.

The 75 corporations below are those that have matched or pledged to match employee gifts to Goshen College. Friends and alumni of GC are encouraged to inquire at their employers' personnel offices about such matching gift plans.

Allied Chemical Foundation
American Cyanamid Co.
American Home Products Corp.
American Hospital Supply Corp.
American Medical International
Atlantic Richfield Foundation
Bangor Punta Corp.
Bristol Myers
Burlington Northern Foundation
Caterpillar Tractor Co.
Chase Manhatten Bank, N.A.
Cities Service Foundation
Cleveland Electric Illuminating Foundation
Corning Glass Works Foundation
Cummins Engine Foundation
Donaldson Foundation
Dow Chemical Co.
E.G. and G. Foundation
Eli Lilly and Co.
Exeter Drilling and Exploration Co.
First Bank and Trust Co.
General Electric Foundation
General Mills Foundation
General Tire Foundation Inc.
Gulf and Western Foundation
Harris Bank Foundation
Hershey Trust Co.
Hesston Foundation
Honeywell Fund No. 2
I.C.I. Americas Inc.
Ingersoll-Rand Co.
International Business Machines Corp.
International Multifoods
International Telephone and Telegraph Corp.
International Paper Co. Foundation
John Deere Foundation
Johnson Controls Foundation
Koehring Foundation
Lincoln National Corp.
Lubrizol Foundation
Mannington Mills Inc.
Marathon Oil Foundation Inc.
McGraw-Hill Inc.
Mead Johnson and Co. Foundation Inc.
Merck Co. Foundation
Merck, Sharp and Dohme Co.
Mobil Foundation Inc.
Monsanto Fund
National Cash Register Co. Foundation
National Gypsum Co.
Nationwide Foundation
National Distillers and Chemical Corp.
North American Philips Corp.
Northwestern Mutual Life Insurance Co.
Ohio Bell Telephone Co.
PPG Industries Foundation
Paccaar Foundation
Pacific Mutual Insurance Co.
Peoples Energy Corp.
Phillips Petroleum Foundation Inc.
Pioneer Hi-Bred International
R.R. Donnelley and Sons Co.
Richardson Vicks Inc.
Rockwell International
Shell Companies Foundation
Sperry Rand Corp.
Time Inc.
Travelers Insurance Co.
Union Carbide Corp.
Upjohn Company
UPS Foundation
Westinghouse Educational Foundation
Wickes Corp.
Willamette Industries
Xerox Foundation

105 Businesses, Industries Contribute

A Cut Above
Associated Colleges of Indiana
Badorf Shoe Co.
Best Lock Corp.
Bock Industries of Elkhart
Brock Manufacturing Inc.
Brookmyer Accountancy Inc.
Cecil's Appliance Service Inc.
Chicago Telephone Supply Foundation
Chore-Time Equipment Inc.
Coachmen Industries Inc.
Congoleum Corp.
DeFehr Foundation Inc.
Dick Whitcraft, CPA
Digital Equipment Corp.
Elkhart Area National Accountants Association
Elkhart Brass Manufacturing Co. Inc.
Elkhart Bridge and Iron Co.
Elkhart General Hospital
Elkhart Products Corp.
Evans Super Market
Everett's Linway Market
Excel Industries Inc.
Exchange Club of Elkhart County
Fairmont Homes Inc.
Family Heritage Restaurant
Fidler Inc.
First National Bank of Elkhart
First National Bank of Goshen
First State Bank of Middlebury
Frederick Produce Co. Inc.
Frey Construction Co.
G.L. Perry Inc.
Goshen Camera Mart
Goshen Electric Inc.
Goshen News
Goshen Rotary Club
Goshen Rubber Co. Inc.
Goshen Sash and Door
Goshen Stamping and Tool Co. Inc.
Gotwals Rental Co.
Grabill Bank
Guy Heavener Inc.
Henning's Super Market Inc.
High Industries Inc.
Holdeman, Fulmer, Chiddister and Co.
Holiday Inn
Holiday-Rambler Corp.
Home Lumber and Supply Co. Inc.
Home-Crest Corp.
Horace Longacre Inc.
Hurco Manufacturing Co.
Indiana Bell Telephone Co.
Indiana Foam Inc.
Indiana Wood Products Inc.
Industrial Plastics Corp.
James Spring and Wire Co.
John Hall's True Value
John Jennings and Associates
Keene Metal Products Inc.
Kime Nursery Inc.
Lasalle-Deitch Co. Inc.
Leatherman Supply Inc.
Leroy Troyer and Associates
Liberty Homes Inc.
Lincoln Avenue Schwinn Cyclery
Martins Feed Mills Inc.
Metzler Motor Sales
Mid-Kansas Co-op Association
Miles Foundation
Miller Funeral Home
Modern Educational Systems Inc.
Mutual Security Life Insurance Co.
New Paris Creamery
Old Warsaw Galleries Inc.
Parkside Pharmacy
Pettisville Grain Co. Inc.
Plaut's
RJR Sales Inc.
Reese Products Co.
Rieth-Riley Construction Co. Inc.
Roth Mobile Service Inc.
Sailor Manufacturing Inc.
Salem Bank and Trust Co.
Sauder Manufacturing Co.
Sauder Woodworking Co.
Sears-Roebuck Foundation
Siegmann Printing Co. Inc.
South Bend Supply Co.
St. Joseph Valley Bank
Standard Plating Works Inc.
Starcraft Inc.
Stauffer and Co., CPA
The Tulip Tree
Troyer and Hurst
Troyers Poultry Inc.
U.S. Interiors
Victor F. Weaver Inc.
Western Rubber Co.
Wieland Designs Inc.
Wilt's Food Centers Inc.
Workman's Insurance Agency
Yoder, Ainlay, Ulmer and Buckingham
Yoder Department Store Inc.
Yoder-Culp Funeral Home

377 Friends Households Contribute $495,516

Isaac and Ilene Adams
Maria Alderfer
Russell and Gladys Alderfer
Sanford and Evelyn Alderfer
Gilbert and Mae Alliman
Jan and Martha Alma
Robert Amstutz
Rosalyn Amstutz
Theodore Arlook
Jon and Mary Armstrong
Richard Armstrong
Vernon and Alice Aschliman
Ray and Beverly Bachman
Opal Bailey
Robert Barkley
Evelyn Barrand
Mary Baughman
Arthur Baum
Bertha Beachy
Jan Beadle
Arthur Becker
Chester and Julia Beitler
Arthur and Frances Benish
George and Norma Bennett
Marcel Benson
Stephen and Ruth Berger
Anna Bergey
Maurice and Cecelia Berkey
Claude and Mary Bigler
Frank Binder
Raymond and Ruth Birkey
Marlin and Sandra Birky
Verlin and Marjorie Birky
Russel and Rhoda Bishop
Leroy and Doris Bitikofer
Reuben and Elma Bixler
Black Student Union
Mary Blauch
Dorsey and Helen Boise
Corbin Bolinger
Elton and Helen Bomberger
Henry Bomberger
Luke and Mary Bomberger
Roy Bomberger
Emery and Emma Bontrager
Marion and Charlotte Bontrager
Paul and Ruth Bowman
Jim and Annabelle Boyts
Howard and Myra Brembeck
Edwin and Grace Brenneman
Anna Brilhart
Jon and Jane Brookmyer
Harold and Maxine Brooks
Lydia Brunk
Harold and Florence Bucher
John Bucher
Wilbert and Alice Budd
Kenneth Buzzard
Jonathan Byler
Emery and Mattie Cender
Isabelle Chapman
Jacob and Maranna Chupp
Walter Compton
Martha Conrad
V.F. and Anita Conrad
George and Josephine Cooper
Keith and Janice Corson
Thomas and Dorthy Corson
Howard and Miriam Cressman
Cora Crossgrove
John and Doreen Debliek
Ann Desonia
Vincent and Helen De Simone
Arthur J. and Patricia Decio
Delta Kappa Gamma Beta Nu
Leroy and Margaret Derstine
John and Constance Deuschle
Disciples of Peace Church
Paul Dunnick
Stanley and Dorothy Dykstra
Clarence and Ruth Ebersole
Louis Eby
Olen Eicher
Dorothea Eigsti
Joseph and Barbara Ellis
Gordon and Margaret Erb
Kenneth and Sally Everett
Jack and Alfrieda Feddersen
Austin and Nancy Fergusson
John and Lois Fidler
Lewis and Elizabeth Fidler
Zelig and Frances Finkelstein
Robert and Juanita Fleming
David Flora
George and Flossie Fosnight
Francis and Marjorie Freed
Harold and Vada Frey
Walter Frey
Earl and Doris Gahman
Esther Gamber
Madeline Garber
Frank Gardner
Victor and Evelyn Gardner
Melvin Gehman
Bennet and Grace Geiser
Allen Gerber
Joanne Gerber
Leland and Winifred Gerber
Loren and Florence Gerber
Ruth Gerber
Milburn and Doris Gerig
Laverne and Anna Jane Gilliom
Ura and Gladys Gingerich
Vernon and Dorothy Gingerich
Henry and Frances Gleason
Paul and Elsie Godshalk
Elmer and Marian Godshall
Emma Good
Lloyd and Cora Good
Robert and Jane Good
Lynn Goodrich
Samuel and Adeline Graber
Max Gray
Richard and Conna Grieser
Amos and Ruth Groff
Joseph Grolimund
Mabel Hahn
Verlyn and Rosalyn Harris
Clinton Hartman
Freman Hartman
Ralph and Blanche Hartzler
F.L. Hascall
Donald and Joyce Hedrick
Sarah Hedrick
Robert Heiney
Candace Heinly
Eric and Mary Helfrich
Marie Herr
Eli Hershberger
James and Gladys Hershberger
Steve Hicks
Edward and Jean Hollenberg
Paul and Helen Holsopple
Lowell and Velorous Hoover
Ervin Horsch
Minnie Horst
Eby Hostetter
R. Dale and Levina Huber
Jacob Huebert
Edward Hussey
William and Dona Imler
Dewayne and Gladys Johns
William and Toni Johnson
Larry Jones
Charles and Marie Judd
Kappa Kappa Kappa Inc.
David and Elaine Karber
Alvin and Beulah Kauffman
Edna Kauffman
James and Sandy Kauffman
Wilma Kelley
Pauline King
Dare Kingery
James and Gloria Kinnard
Burt and Elsie Kintner
Elmer and Emily Kolb
Simon and Mary Jean Kraybill
Lorne and Hazel Kremer
Omer Kropf
Donald and Cecelia Kuehl
Lillian Kulp
Clarence and Dorothy Lambright
Donald and Sally Landis
Edward and Lois Lange
I. Wilbur Lapp
James Lapp
Delbert and Mary Layton
Arlo and Mabel Lehman
Gilbert and Esther Lehman
Leslie and Naomi Lehman
Lyle and Margaret Lehman
Norman and Alice Lehman
Walter Lehman
David and Carolyn Leichty, Jr.
Jean Leinbach
Jurgen and Renate Lichti

Memorial, Tribute Gifts

During the 1981-82 year, the following tribute and memorial funds received gifts:

Anna Richard Scholarship
Bonnie Herrington Fisher Scholarship Endowment
Blanche Burkholder Memorial
J.D. Brunk Music Fund Scholarship
Daryl Nofziger Memorial
Emerson and Roberta Bontrager Music Seminar
Elmer and Lorena Detwiler Memorial Fund
E.E. Miller Endowment
Frances Zook Scholarship
Gerald Burkholder Student Aid
Glen R. Miller Memorial
Ingrid Curry Memorial Scholarship
Jill Liechty Scholarship Endowment
Lloyd E. Blauch Memorial
Mary Kay Gerber Hartley Memorial
Noah B. and Florence Yoder Scholarship Fund
Olen and Irene Britsch Scholarship Fund
Olive Wyse Honor Lectureship
Ralph Wade Memorial
S.A. Yoder Memorial Fund
S.C. Yoder Endowment
S.W. Witmer Fund
Samuel H. and Clara K. Lehman Scholarship
Steve Massanari Scholarship
Sutter Memorial Scholarship
Walter Yoder Music Scholarship

In addition, 14 gifts (12 households) were received in memorial or in honor of special occasions (graduation, birthday) for other individuals.

Wayne and Loveda Liechty
Allen and Sara Lind
Clifford and Hope Lind
A.A. and Elizabeth Lindsey
Ammon Litwiller
Emma Litwiller
Lawrence and Gladys Litwiller
Harold and Gail Loewen
Byron and Elsie Long
Horace and Elizabeth Longacre
Betty Lowenstein
Allan Ludwig
Margaret MacCracken
Ivan Martin
Melvin and Mary Martin
Richard and Edith Martin
Richard and Beverly Martin
Walter and Beulah Martin
William Martin
Danielle Massanari
Russell Massanari
Walter and Orva Massanari
Ira and Flossie Mast
Weldon Mast
Steve McDowell
Cecil McKnight
Max and Sylvia Mentzel
Charles Merrill
A.J. and Alta Metzler
Daniel and Esther Metzler
Glenn and Elizabeth Metzler
Herman Meyer
Chelsey and Helen Miller
David Miller
Francis Miller
Manly and Merle Miller
Marner and Lala Miller
Paul and Carol Miller
Viola Miller
William and Phyllis Miller
Curtis and Martha Mininger
Edward and Jean Mladick
Verna Monce
Luke and Donna Mosemann
Nelson and Evelyn Moyer
Roy and Bessie Mullet
Dorothy Murphy
Molly Murphy

Elkhart County Does Its Share

In recent years the involvement between the college and its supporters in Elkhart County has been outstanding. Evidence of this relationship is demonstrated in contributions from various county sub-groups. Amounts below are included in the overall report of contributions.

Annual Fund	1981-82 Gifts
Business and Industry	$72,434.42
Foundations	1,000.00
Churches (Mennonite)	94,502.93
Alumni	127,642.97
Other Friends	44,000.00
Total	$339,580.32
Restricted Fund (Designated)	
Business and Industry	$46,469.00
Foundations	244,400.00
Churches (Mennonite)	11,340.50
Alumni	127,500.27
Other Friends	172,042.40
Total	$601,752.17
Bequests and Deferred Matured	
Mennonite Individuals	----
Alumni	$ 8,017.64
Other Friends	70,017.64
Total	$78,017.64
Grand Total from Elkhart County	**$1,019,350.13**

Carlyle and Mary Mutschler
Ray and Dolores Myers
Edwin and Nola Nafziger
Lowell and Diane Nafziger
George and Mildred Neff
Rene and Sue Neff
Harold and Joanne Neumann
Vernon and Evangeline Neuenschwander
Elban and Hilda Newcomer
Larry and Janet Newswanger
Joseph and Esther Noffsinger
Merrill and Marcile Nofziger
Margaret Norman
Irma Nyce
Wynne and Grace Nyce
Clitus and Dorothy Olson
C. Lloyd and Clara Pannabecker
Allen Peachey
Sue Peachey
Duane and Barbara Peterson
Richard and Suzanne Peterson
Richard Phillips
Florence Pickering
Jean Pletcher
Thomas Quilty
Paul Reasoner
Clinton Reedy
Glenn and Lorraine Reinford
Clarence and Wanda Rich
Lillian Rich
Albert and Esther Richards
Harold and Florence Richer
Blair and Martha Rieth
Lee and Mary Jane Rieth
William and Elizabeth Rieth
Minnie Rinkenberger
J.D. and Lucille Risser
Narlie and Ann Roberts
Beverly Robinson
Herschel and Mary Rock
Edward Roes
David and Ruth Roistacher
Richard and Mina Rosenquist
Abe and Phyllis Roth
Nola Roth
John and Lucy Rudy
Robert Rupp
Mary Rychener
Hinman Sackett
Vernon and Betty Sailor
Erie and Orlyss Sauder
Jack Sauder
Carl and Janet Sauerland
David and Mildred Schafer
Joan Schertz
Harvey and Nola Schmucker
Levi and Esther Schrag
Dale and Laura Schumm
Titus Sensenig
Miriam Shank
Milo and Laura Shantz
Earl Shelly
Marion and Gwendolyn Shelly
Dale Shenk
Romayne and Ruth Sherman
Omar and Katie Shetler
Arlene Shipley
Don and June Shoemaker
Walter and Shirley Short
Lucille Showalter
Clyde and Martha Smith
Harold and Jan Smith
Fannie Snider
W.D. Snively, Jr.
Alice Snyder
F. Richard Snyder
Wayne and Susie Sommers
Mahlon and Miriam Souder
Randy and Donna Springer
Kenyon and Betty Sprunger
Max and Virginia Sprunger
Merlin and Alice Sprunger
Lamar and Pauline Stahly
Chris and Bernadette Stauffer
Mahlon and Bertha Stauffer
Louis and Wilma Stealy
John and Sharon Steffen
Aaron and Katie Stoltzfus
William and Carol Stose
Verna Stout
Lewis and Ethel Strite
Eldon Stutsman
Edward and Mary Swartzendruber
Homer and Jean Swartzentruber
Melvin and Mary Swartzentruber
Jessie Swintz
Robert and Ruth Thunander
R.D. Thurston
Elroy and Alberta Troyer
Laura Troyer
Vernon and Anne Troyer
William and Gladys Troyer
Basil and Ethel Turner
Lester and Josephine Tyson
Raymond and Ruth Tyson
Elmer and Betty Ulrich
Dan and Annabelle Unternahrer
Irving and Phyllis Urband
Adrian Vaksvik
Esther Vogt
Orrville and Jean Wade
Joseph and Pauline Weavaer
Kenneth and Irma Weaver
A. Grace Wenger
Norman and Anna Wenger
Robert and Esther Wert
Ralph Wood
Ron and Mary Workman
Gustave Wulwick
Carl and Ruth Yoder
Delmar Yoder
E.E. Yoder
Edith Yoder
Floyd and Janice Yoder
John and Betty Yoder
Leo and Sylvia Yoder
Orris and Doris Yoder
Ray and Edna Yoder
Sylvanus and Fannie Yoder
Worth and Dixie Yoder
Ralph and Natalda Young
Raymond and Peggy Young
John Yousey, Jr.
Joe and Amanda Zehr
Velma Zehr
Ainsworth Zook
Trusie Zook
Sunday School Classes:
College Mennonite Crusaders
College Mennonite Friendship
College Mennonite Homebuilders

Foundation Support: A Vote Of Confidence

In 1981-82 Goshen College spent $1,562 more per student than it received in tuition and fees. Outstanding foundation support helped to close the "tuition gap."

During the past fiscal year seven independent foundations contributed $1,088,749 to the college — 35 percent of a record-setting total of $3,127,338. An additional 31 company-sponsored foundations gave outright gifts or matched the gifts of their alumni employees to donate $28,585. Another 57 foundations contributed $27,817 through the Associated Colleges of Indiana.

Independent foundations are grant-making organizations established to aid social, educational, religious or other charitable activities. Their funds generally come from a single source such as the endowment of an individual, a family or a group of individuals. Company-sponsored foundations are organizations with close ties to a corporation which funds them through annual contributions from corporate profits. (A company may choose to distribute money through both a foundation and a corporate giving program.)

Some foundations give to higher education without a specific request from a college or university. Others are open to receiving proposals in which a college outlines its need and proposes a program to meet that need. Needs are many and have increased recently because of cutbacks in federal aid. Colleges and universities across the country will lose $6.5 billion in government support throughout 1984, according to a recent article in the *Chronicle of Higher Education.* Although they cannot hope to fill the gap between government cuts and college needs, foundations are keenly aware of those needs and try to meet them.

Strengthening Goshen College means, among other things, increasing the amount of money available for scholarships, innovative Study-Service Trimester programs in China and East Germany, faculty development, and for adding books and periodicals to the library. Scholarships, computer science and campus renovation are among the top priorities for funding requests during 1982-83.

Goshen College must work hard to establish and maintain visibility with foundations and other granting agencies. As Christians, we intend to let our light shine; we can do so by continuing to develop and offer programs of integrity and excitement and by exercising a careful stewardship of the resources which we receive from all our constituencies. In this way we can respond to the faith and trust which all of our donors express through their gifts to us.

Listed below are the independent foundations which have contributed to Goshen College. Other company-sponsored foundations and corporate support appears on page 15.

—Judith M. Davis

Freimann Charitable Trust
Good Samaritan Foundation
Joan E. and Glenn L. Banks Foundation
Lilly Endowment, Inc.
Martin Foundation
Merry Lea Nature and Religious Foundation
Schowalter Foundation, Inc.

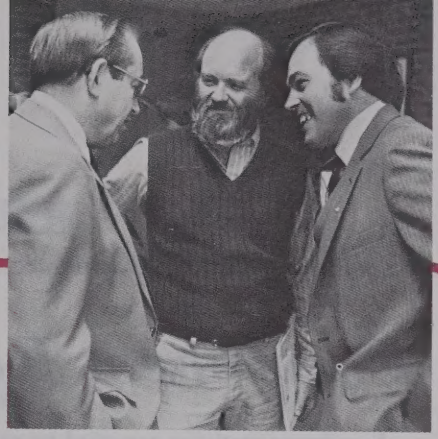
Deferred Giving Report

During the 1981-82 fiscal year, matured estate and deferred gifts to Goshen College totaled $241,635. Gifts were received from these estates:

Rossie Hostetler Edwards '11
S. Jay Hostetler '23
Pearl Kauffmann '42
Laura Smith King '13
Lambert C. Lehman
Louisa Litwiller
Mary Yoder Schertz '07
Ralph Smucker
Ada Yoder
Alvin Yoder

There were 18 participants in new deferred gift plans during the year. There were seven gift annuity plans, two trusts, one gift of life insurance and eight pooled income funds. Participants in these plans were:

H. Clair '33 and Florence Badertscher Amstutz '35
Atlee '35 and Winifred Nelson Beechy '38
Menno and Mary Burkhart
Ralph and Luella Yoder Foulk '36
Stella Jennings Gerig '21
Henry A. and Frances Gleason
John M. '24 and Lavonne Kauffman
I. Wilbur Lapp
Alice M. Litwiller '33
W.W. Miller '22
Hazel Schmucker
Willard '28 and Verna Graber Smith '28
Louis and Wilma Imhoff Stealy
Frances B. Yoder
Matilda Yoder '16
Theo Hartzler Yoder '57
Ralph and Natalda Young



Charles Gautsche, Mennonite Board of Education, Don Yoder, Ohio Conference youth minister, and Robert L. Shreiner, Goshen College overseer, chat during a college-church consultation.

Congregational Giving Drops

Congregational giving declined six percent in the 1981-82 fiscal year, dropping from last year's $343,297 to $322,421. Director of college relations Daniel Kauffman cited the recession and unemployment afflicting northern Indiana as the principle reasons for the drop, but Elvin Stoltzfus, director of church relations, noted that congregational giving to Mennonite colleges is down "across the board."

Stoltzfus also noted that '81-82 was the first year the unified congregational giving plan was in effect which, in dividing contributions twice yearly between Goshen, Hesston and EMC, might have had some effect on individual totals.

Goshen College received gifts from the congregations and conferences listed below (certain conferences are not listed because they relate more primarily with Hesston or Eastern Mennonite colleges):

Atlantic Coast

Akron
**Conestoga
**First
Forest Hills
*Neffsville

Church Communities

*Harlan Fellowship
**Jubilee Fellowship

Franconia

Bally
Blooming Glen
Bristol
Deep Run East
Doylestown
*Groveland
Line Lexington
Methacton
Perkasie
*Plains
*Pottstown
Rockhill
*Salem
Salford
Spring Mount
**Steel City
*Swamp
Towamencin
*Vincent

Illinois

*Arthur
Dewey
**Dillon
East Bend
First — Morton
*Freeport
*Hopedale
Lombard
*Normal
*Metamora
Midway
*Morrison
Pleasant Hill
Reba Place Fellowship
Roanoke
Science Ridge
*United of Peoria
Waldo
Willow Springs

Indiana-Michigan

Anderson
Ann Arbor
*Assembly
Belmont
Benton
*Berkey Avenue
Bonneyville
*Bourbon Chapel
*Central
Clinton Brick
*Clinton Frame
*College
East Goshen
Emma
Fairhaven
Fairview
*Fellowship of Hope
*First — Fort Wayne
First — Indianapolis
*First — Middlebury
Forks
Germfask
Holdeman
Hopewell
*Howard Miami
*Kern Road
*Locust Grove — Sturgis
Locust Grove — Elkhart
*Maple Grove
**Maranatha Fellowship
Marion
Michigan Avenue
Midland
North Goshen
North Leo
North Main Street
**North Park
*Olive
Park View
**Petoskey
Plato
Pleasant View
Prairie Street
Providence
*Roselawn
*Santa Fe
*Shore
Soo Hill
**South Colon
South Side Fellowship
Sunnyside
Tri Lakes Chapel
Valparaiso
Walnut Hill
*Wasepi
*Waterford
Yellow Creek

New York State Fellowship

Clarence Center
Lowville
Pleasant Valley
*Rochester
Watertown

Ohio

Aurora
Bancroft
*Beech
*Bethel — Wadsworth
*Bethel — West Liberty
*Central
*Crown Hill
**Gilead
*Huber
*Inlet
Kidron
Lee Heights
*Leetonia
Lockpart
Longenecker
Martins
*Midway
Millersburg
*Mount Pleasant
North Clinton
Oak Grove — West Liberty
Oak Grove — Smithville
*Orrville
**Pike
Pine Grove
*Pleasant View
Salem — Elida
Sharon
Smithville
*Sonnenberg
*South Union
Summit Christian Fellowship
Sunnyside
*Tedrow
Valley View
*Walnut Creek
*West Clinton
*Wooster
*Zion

Allegheny

Ontario

Western Ontario

These conferences give to Goshen College as a conference. Thus, individual congregations are not identified.

*Asterisk indicates increased giving over previous year.
**Double asterisk indicates congregation which contributed in 1981-82 but not in the previous year.

Enrollment Remains Steady Over Five Years

Enrollment statistics compiled by registrar John Nyce for a five-year period reflect a generally steady pattern in various categories, except for a 23 percent decline in the number of freshmen from 1977 to 1981. The study shows that full-time enrollment rose slightly from 1,081 to 1,155 students between 1977-78 and 1980-81, then slumped to 1,080 students in the fall of 1981.

During the same period, 62 percent to 67 percent of the students reported being affiliated with the Mennonite Church, with between eight percent and 10 percent connected with other church groups in the Mennonite Central Committee constituency. Mennonite students have been drawn from 24 different conferences, with the largest number of students coming from the Indiana-Michigan, Illinois and Ohio conferences.

Geographically, Indiana supplied 41 percent of the student body in 1977-78, 34 percent the following year, and 32 percent in both 1980-81 and 1981-82. Ohio has provided between 14 percent and 15 percent of GC students, and Pennsylvania residents have comprised from 10 percent to 13 percent of the enrollment. In 1981-82, 1,124 students from 31 of the United States and Puerto Rico attended GC, while 23 Canadian students came from four provinces and 61 international students came from homes in 32 other countries.

In 1977-78 there were 14.7 students to every one member of the teaching faculty. That number remained fairly constant each year until 1981-82, when the student/faculty ratio was 13.7 to 1.

Basic Enrollment Data

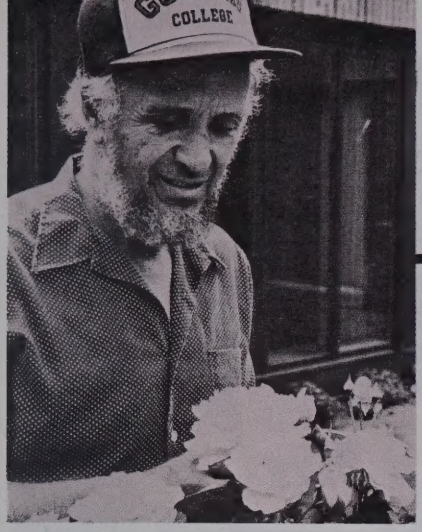
Fulltime	*1977-78*	*1978-79*	*1979-80*	*1980-81*	*1981-82*
Freshman	303	283	289	260	233
Sophomore	261	266	274	288	240
Junior	265	312	326	313	317
Senior	245	224	238	275	273
Post-Grad and Other	7	6	5	19	17
Total	**1,081**	**1,091**	**1,132**	**1,155**	**1,080**
Percent Female	60.0	60.2	57.7	58.0	58.0
Part-time	129	124	182	136	128
Grand Total	***1,210***	***1,215***	***1,314***	***1,291***	***1,208***

Ethnic Group Distribution — U.S. Citizens/Permanent Residents

Fulltime	*1977-78*	*1978-79*	*1979-80*	*1980-81*	*1981-82*
Black	18	30	28	28	25
Oriental	5	6	9	5	6
Hispanic	18	23	32	43	41
White	NA	966	998	1,018	946
Non-Resident Alien	NA	66	65	61	62
Totals	**1,081**	**1,091**	**1,132**	**1,155**	**1,080**

Religious Affiliation Of Full-Time Students

	1977-78		*1978-79*		*1979-80*		*1980-81*		*1981-82*	
Mennonite Church	671	62%	715	65.5%	739	65.3%	768	66.5%	726	67.2%
Related Groups	112	10%	86	7.9%	103	9.1%	97	8.4%	100	9.3%
Other	298	28%	290	26.6%	290	25.6%	290	25.1%	254	23.5%



Campus

Steury Adds Dash Of Color To Campus

By Beth Johnson

Lores Steury could hardly take the time to talk. He was waging war against a massive infestation of Japanese beetles.

"I've been on vacation," explained GC's groundskeeper, arborist and gardener. "We got back in town last Wednesday, and I just had to stop in and take a look at the campus. The beetles are much worse than when I left."

Steury has been planning plantings and caring for flowers and shrubs, as well as battling bugs, at GC since 1977. After the groundskeeping position he had held for six years at a local camp was phased out, he asked GC physical plant director Kenneth King if the college had an opening for a carpenter, maintenance man or groundskeeper.

"I don't remember exactly why I came to see Kenneth," said Steury, who farmed prior to taking the campground job. "Maybe it was God's leading. I guess that's a good way to explain it."

The GC groundskeeper is responsible for many of the improvements in the appearance of the campus in recent years. Carefully tended plantings dot the college grounds, adding splashes of vivid color from early spring well into the autumn.

"Before Lores came, we didn't have anyone who took a lot of interest in plantings and shrubs," said King. "But now we get many comments on how beautiful the campus looks. Just the other day we had a letter from an Illinois couple who had visited the campus, and they wanted us to know how they appreciated its appearance. A lot of the credit for that goes to Lores."

Steury is modest about his contribution.

"I'm interested in growing plants—I've got to give Ken a lot of praise for letting me learn and experiment here. I learn from studying gardeners' magazines and books and by trying out ideas that don't always come out too well. I've got a lot to learn yet, that's for sure. But some people know everything about plants and can't grow anything. I don't know so much, but it seems that I can make things grow."

Steury and his supervisor both enjoy experimenting with plantings from year to year. "Kenny wanted a shade bed under those trees," said Steury, pointing to an area south of the Administration Building. There, bordered by railroad ties, a lush bed of dark green hosta lay under the spreading trees. "That seems to have worked well. And I've planted a perennial bed I've been wanting by the heating plant. It lacks color right now, but I haven't had time to get to it for awhile."

Sometimes there is disagreement about what is successful and what is not. "Now, I like this here," Steury said, indicating a profusion of marigolds, snapdragons and dahlias growing against a background of the roses that climb up the east side of the bookstore. But, he admitted, "I'm not color conscious like some people. My wife and son tell me that the red roses clash with the orange marigolds. I can't see how any flowers clash, but I guess other people understand that better than I do."

Besides caring for campus plantings, Steury prunes the campus trees, maintains some off-campus college properties and supervises his summer staff of two students. He also enjoys growing various plants in the college greenhouse. "If they do well," King said, "Lores decides where they'll look nice, and he puts them in one of the dorms or someplace. Then he just tells the custodian there how to take care of it and leaves it for others to enjoy."

Steury can even dredge up some enthusiasm for his current task—ridding the campus of the dreaded Japanese beetle. He explained how his staff is dealing with the problem by putting milky spore organism in the grass. "I'll have to explain something about the life cycle of the beetle—you don't want to put this in your article, do you?"

Goshen residents who are not connected with the college are still well acquainted with Steury. His daily observations from the college weather station are relayed to the public by four local newspapers and two radio stations.

Steury enjoys his work as a weather observer ("I've done it all my life as a farmer, but now I get paid for it"), except for one unexpected aspect. His data are occasionally used as evidence in court trials, and he has twice been required to appear in court to explain weather conditions that somehow relate to a case.

Beetles and court cases aside, the GC groundskeeper is a man who takes obvious pleasure in his work. His enjoyment comes from several sources.

"I like the people I work with very much. And, maybe this sounds arrogant, but there's also a lot of pleasure in knowing that people appreciate what you do, that they take notice of it. But the best part, I guess, is seeing God's part in it all, how his wonderful creations respond to good care."

After spending five years caring for the GC grounds, Steury said he "can't quite imagine" himself doing anything else. Working outside is a constant source of pleasure to him, even in the worst weather.

"Sure, there are days when I think to myself, 'What in the world are you doing out on a day like this?' " he said, and then he added, "but there are so many more when I think, 'What in the world would I be doing inside on a day like this?' "

Caldicott To Give Public Affairs Lecture

Helen M. Caldicott, pediatrician, author and national president of the Physicians for Social Responsibility, will present a Frank and Betty Jo Yoder Public Affairs Lecture on the dangers of nuclear warfare Nov. 9 at 8 p.m.

Caldicott, a native of Australia, resigned her position at Harvard Medical School in 1980 because, in her words, "there was hardly any point in keeping children alive another five to 10 years with meticulous medical care when during that time they could be vaporized." Since then she has worked full-time to educate people on the prevention of the nuclear holocaust she believes is around the corner.

Caldicott is the author of a recently published book, *Nuclear Madness: What You Can Do.* "Eight Minutes to Midnight," a documentary film featuring Caldicott and her work, received an Academy Award nomination in 1981.

The Oaklawn Community Mental Health Center is co-sponsoring the lecture as part of its forum series.

Calendar

September

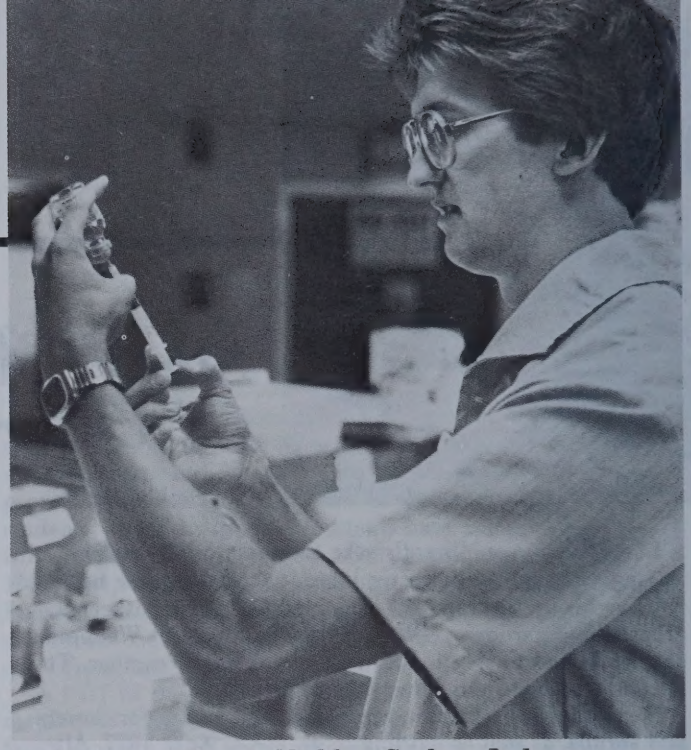
4-12 ..... "Escapes" Photographic Exhibition
13-17 ..... Perspectives Week
25, 8 p.m. ..... Violin-Piano Concert, Lon and Kathryn Sherer
27-Oct. 2 ..... Women's Emphasis Week

October

1-2 ..... Alumni Weekend
6-7 ..... Spanish Heritage Week
6-7 ..... Evening of One-Acts, GC Players
8, 8 p.m. ..... Artists Series, "Diamond"
22-23 ..... Black Student Union Marathon
25-29 ..... Christian Life Emphasis Week
28 ..... Early Childhood Education Conference
29, 30, 31, 8 p.m. ..... *Antigone*, GC Players

November

5-6 ..... Parents Weekend
5, 6, 7, 8 p.m. ..... *Antigone*, GC Players
9, 8 p.m. ..... Public Affairs Lecture, Helen Caldicott
12, 8 p.m. ..... GC Jazz Band Concert
14, 7:30 p.m. ..... GC Chorale and Early Music Consort Concert



Student nurse Dennis Mishler, Goshen, Ind., prepares a hypodermic syringe. He was one of 53 nurses who graduated from the college last April.

Nursing Certification Renewed

Following an on-site inspection, representatives from the Indiana State Board of Nurses Registration and Nursing Education have notified GC that its nursing department has met all criteria for State Board Certification.

Although certification, which is required for the operation of a nursing school, is renewed every year, an on-site inspection occurs only about once every three years, said acting director of nursing Chet Peachey.

The State Board inspectors' summary report gave special praise to the nursing departments' "attractive new library" and its "excellent education program in the international dimensions of nursing and health care." "Our students' Study-Service Trimester experience is closely tied in with their nursing education," said Peachey. "We make an effort to give a global, not just a state-side, view of health care."

Artists Series Has Varied Program

The 1982-83 Artists Series will feature something for every lover of the arts.

The series will open Oct. 8 with a performance by "Diamond," a modern dance troupe that has been dazzling the dance world since its formation in 1980. World-renowned soprano Lucy Shelton will perform Nov. 19, and the Indianapolis Symphony Orchestra will be in concert Jan. 21. On Feb. 26 and 27, the Chester String Quartet, winner of the 1978 International Music Competition at the Eastman School of Music, will play. And on March 18, the Chamber Repertory Theatre of Boston will present "Double Billing," two one-act plays based on the works of Edgar Allan Poe and Mark Twain.

The Feb. 27 performance by the Chester String Quartet will begin at 3 p.m.; all other performances will start at 8 p.m. Call the College Relations Office for ticket information.

Senior Prosecuted For Failure To Register

Mark Arden Schmucker, a GC senior, was indicted July 22 by a federal grand jury in Cleveland, Ohio, for failure to register for the draft.

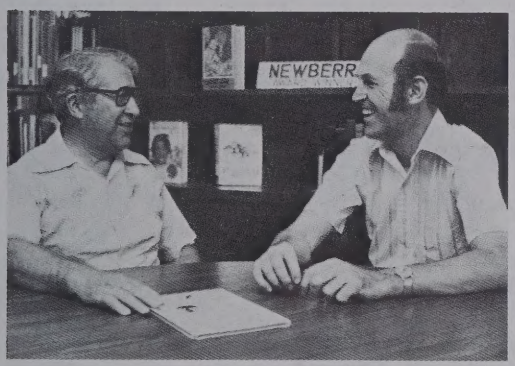
Schmucker, from Alliance, Ohio, said he would be happy to serve his country in a non-violent capacity, but that he views registration as the first step toward becoming a soldier.

Speaking outside the U.S. District court building in Cleveland, Schmucker explained the connection he saw between registration and war. "As a Mennonite I'd like to speak out against war as a way of settling disputes between nations," he said. "Registration is the first step of the mobilization process."

Schmucker is one of four men in the country charged with failing to register under the Military Selective Service Act. He pleaded not guilty to the charge and is free on bond.

Approximately 675,000 young men, or seven percent of those eligible, have failed to register for the draft, according to U.S. Justice Department estimates.

Smith Is New Director of Teacher Education



S.L. Yoder, left, and John J. Smith

After serving for 15 years as GC's director of teacher education, Samuel L. Yoder has resigned that position. His successor is professor of education John J. Smith, a member of the faculty since 1974.

During his tenure as director, Yoder oversaw the adoption of programs in early childhood education, junior high education, bilingual/bicultural education and family life education.

Yoder and his wife Lillian are now in the People's Republic of China, where they are serving as faculty leaders of the SST group stationed there. Upon their return, he will begin his sabbatical leave, during which he will work on an institutional report for the National Council for the Accreditation of Teacher Education (NCATE) and study updated NCATE accreditation standards. He will resume his teaching duties at GC in the fall of 1983.

The new director of teacher education, John J. Smith, received his B.A. from Goshen, his master's degree from Cornell University and his doctoral degree from Ohio State University. He has done additional graduate study at the Ecole d'Administration in Brussels, Belgium.

Faculty Appointments Announced

The 1982-83 school year is beginning with seven new members on the GC instructional faculty.

Edward Laarman, who has accepted a one-year appointment as assistant professor of religion, is a graduate of Calvin College and received his Ph.D. from the University of Notre Dame.

Betty Jo Smith-Roberts, part-time assistant professor of home economics, earned her undergraduate, master's and doctoral degrees from Kansas State University.

Lauren Friesen, GC's new assistant professor of drama, is a graduate of Bethel College, the Mennonite Biblical Seminary and the Pacific School of Religion. He is a Ph.D. candidate at the Graduate Theological Union.

Edward Gore, assistant professor of physical education and men's basketball and track coach, graduated from Asbury College, Wilmore, Ky., and has taken master's-level courses at West Chester (Pa.) State College.

Victor Koop, associate professor of psychology, is a graduate of Tabor College, the University of Waterloo, and the University of Toronto, where he earned his Ph.D.

Assistant librarian Kathy Kauffman earned her undergraduate degree from Indiana University, an M.A. from Northern Arizona University, and an M.L.S. from Indiana University.

Bonnie Zook, part-time instructor in home economics, is a Goshen College graduate who has done graduate work at Western Michigan University.

Oyer To Teach African Art

Professor of music Mary K. Oyer will be one of two college consultants involved in the "Elkhart Resident Humanities Consultant Program" to be put into effect in the Elkhart (Ind.) Community Schools during the 1982-83 school year.

For her part in the program, which is funded by an $18,000 grant from the Indiana Humanities Committee, Oyer will present a series of workshops on African arts to teachers from Elkhart's secondary schools. Each of the teachers involved in the African arts workshops will develop a related project to be used in his or her classroom. During the school year Oyer will spend time in each of those classrooms to help the teacher evaluate the project's success. She will also present a talk and demonstration of African musical instruments to the student body of each school involved.

Thanks And Adieu

John D. Yoder, acting director of information services for the past year as well as assistant professor of communication and campus photographer for three years, has resigned his position at Goshen College. In his capacity as acting director, Yoder has served as editor of the *Bulletin*. His leadership, talents and personality have been assets to the college, and his co-workers will miss him greatly.

Postmaster: Send Form 3579 to Goshen College,
Goshen, Ind. 46526

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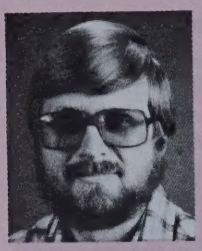
Sum And Substance



Thank God For Wolves

By Richard A. Kauffman

The proverbial wolf is at the door of higher education. No, I don't want to be guilty of crying wolf once too often. But anyone who is attuned to the news knows about the stare-down between the wolf at the door and those in the fragile fold of higher education. Clearly, the wolf has the fold in his mesmerizing grip. And the wolf seems to be spirited by a number of human voices and social, if not cosmic, forces.

One such force is demographical in nature; there is a dwindling pool of young people from which colleges can draw students. Another is the current economic recession. And still another is the shift in philosophy of the federal government toward higher education with the resultant cutbacks in aid to colleges and universities.

In sentiment, the current administration in Washington comes off as a lamb. But whether intentional or not, some of its actions have more the effect of a wolf. President Reagan can say rather nostalgically of his Illinois alma mater, Eureka College, "God bless little schools." But as the usually not-too-sentimental *Wall Street Journal* pointed out, this administration's budgeting is "not a bit sentimental" when it comes to appropriations for higher education.

Once again, the business of America is business. And the biggest business of all is the military race with the Russians. That's not new, of course, What is new is that the earlier windfall for higher education in the post-Sputnik era is not part of the current package.

As businesses go, some people think higher education is bad business. Maybe colleges and universities have only themselves to blame for their precarious position. As one wit put it, no institution is more inefficient than colleges and universities — unless it's hospitals and lemonade stands. Economist Lester Thurow concluded in his *Newsweek* column that higher education is a dying business.

How does one oversee a dying industry? Be realistic, become hard-nosed, cut out the fat — that's one way. Defer maintenance and purchases of instructional materials and equipment. Problem is, at a college like Goshen, there's little fat. Before long, cutbacks begin to eat away at the sinew and skeletal structure of the institution itself.

Adaptiveness is another keyword. Some colleges have taken to looking for new markets and the development of new programs to meet the needs of those markets. So colleges have opened their doors to the growing elderly population and to the oncoming whiz kids for whom the alphabet is spelled BASIC. Continuing education is another hot item.

Another approach is to search for new sources of support. The need for endowment — that cushion against a very uncertain future — is probably more urgent now that it has been at any time in recent decades.

Goshen College has used some of these coping mechanisms. And more. But we have tried not to respond to the shifting currents in knee-jerk fashion. I like the motto of one mid-size university in the West: "Rowing not drifting." We need planned management rather than crisis management.

Crisis times can be opportune times. They can be times for self-reflection and examination. Particularly crucial is the question of mission and purpose: What is the distinctive mission of Goshen College? What can we do best? What are we doing which is marginal to our mission? Or superfluous? What new areas of opportunity ought we be moving into?

Several years ago Goshen College entered into a comprehensive process of examining its purpose, the outcome of which was a statement on the mission of the college. It's a good statement. The ongoing task is to translate that statement into institutional priorities. This can be a painful process. People are naturally protective of their own programs — and positions. Believe me, I am protective of my own job and program.

From my viewpoint, I have three concerns about this process. One, I reject the idea of across-the-board cuts. That might be the fairest approach, but in the long run, it is the most foolhardy. The result is that everyone becomes weaker that way.

Second, retrenchment doesn't necessarily mean squelching of creativity. Particularly, it need not mean the end of new programs. With changing times come new opportunities. We must be ever alert to discern those new possibilities and flexible enough to find ways of implementing them, as academic dean Vic Stoltzfus pointed out to the faculty last January.

Finally, Goshen College is not alone in its task. It serves the church along with two other colleges and two seminaries. We especially need to find ways of working together with the other two colleges, under the aegis of the Mennonite Board of Education, to coordinate long-range institutional planning. That way some unnecessary duplication of programs might be eliminated and competition between the schools minimized.

If the wolf is at the door, thank God for wolves. It keeps us on our toes and, being so keenly vigilant, we can do a better job of providing higher education within the context of the Mennonite Church.

Richard A. Kauffman is chairman of the Goshen College Board of Overseers. He lives in Scottdale, Pa., where he is editor of with *magazine.*

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College Bulletin

November 1982

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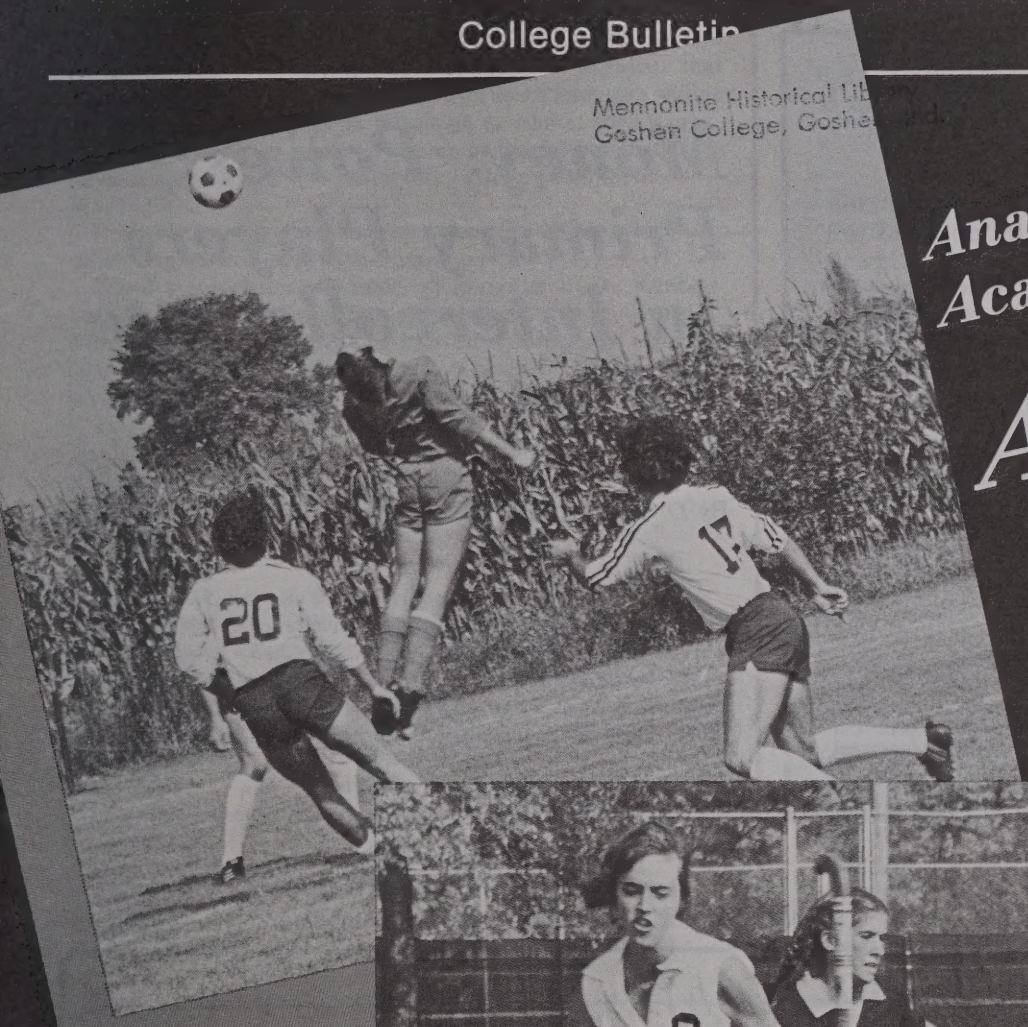
Anabaptists, Academics And Athletics



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Money, Power: Primary Players In Intercollegiate Athletics Today

By D. Byron Yake

D. Byron Yake, general sports editor for the Associated Press, oversees the sports report which reaches 1,300 newspapers nationwide daily. A 1961 Goshen College graduate, he worked as a journalist in Mount Pleasant and Pittsburgh, Pa., before becoming AP's New Jersey bureau chief in 1978 and accepting his present position in New York in 1980.

Discovering Truths Of The Spirit

"Certainly we do not expect heaven to be a place of inactivity and the abode of poorly developed, dyspeptic physiques. . . . Athletics which are not tainted with professional sin, not only help a man or woman in their physical and religious life, but also in their mental development."

But for a mildly archaic quality, the above quote might be the utterance of a present-day Goshen College jogger — one of those fitness zealots devoted to a holistic, "total" health of body, spirit and mind. Instead, the words come from the forward to the athletics section in the 1915 *Goshen College Maple Leaf*. Apparently sports have held a high position for a long time at GC.

As we planned this issue of the *Bulletin*, we agreed early on that any discussion of athletics at Goshen College would have to include perspectives from former GC athletes themselves. We researched yearbooks, talked to coaches, scoured our own memories and came up with a list of alumni from the early '30s to the mid-'70s who had actively participated in sports.

Our conversations, compiled in the following pages, were always interesting, often fascinating. We found the alumni eager to talk about their experiences; they were warm in their praise and unafraid in their criticism of the sports programs they remember.

And we found something else. We knew better than to expect a single, over-arching truth to emerge from such a mix of people, despite the obvious common denominators linking them. Indeed, each story was as individual as its teller. But from our talks there *did* spring a single truth: like drama, literature, music and a host of other specialized human pursuits, sports are a metaphor for life. Our alumni athletes made constant reference to the abstract concepts that mean the most to us, yet remain ever mysterious. Christian love, despair, fear, joy — all found their way into our conversations. In disciplining the flesh, we learned anew, the athlete discovers truths of the spirit.

—Bob Johnson

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Television is the temptress, money the temptation. A major football bowl appearance can earn a school up to $1 million.

Perhaps it starts with America's insatiable appetite for sports. Perhaps with television's determination to satisfy that hunger. Or perhaps it starts with advertising sponsors willing to spend unlimited sums on television to market their wares.

Wherever it starts, these are some of the factors that place unyielding pressure on a collegiate athletic program to produce a winner.

It's a circle of mammoth proportions. And it's a circle which begins and ends with winning or losing.

When the decision and financial commitment are made to produce a winner in athletics, perspective tends to change. Outside influences increase — and those forces can range from television networks to increased financial giving and involvement from alumni and boosters.

Those same forces can and often do help make champion teams, give a school coveted publicity and support and bring it huge increases in revenue which may even be used for improvements in the academic program. But too frequently the pressures result in an unhealthy imbalance between education and athletics, the kind of imbalance that has created severe problems in college athletic programs today.

The bottom line is money, for it is money which puts that vicious circle into orbit, spinning wildly out of control.

Walter Byers, president of the National Collegiate Athletic Association (NCAA), paints a clear picture of what happens when winning becomes a primary goal. "Fire the coach. Raise more money to pay off his contract. Get the boosters to raise more money to pay the new coach. Fire him if he doesn't win. Raise more money. The cycle keeps going on and on and on."

And the results defy imagination or logic:

•Jackie Sherrill signed a 10-year contract as head football coach at Texas A & M University, which will pay him $2.25 million.

•The NCAA signed a four-year television contract with ABC and CBS for $263.5 million and a supplemental contract with Ted Turner's cable station, WTBS, for $17.6 million.

•The average National Football League team had revenues in 1980 of $13 million. The University of Oklahoma's athletic budget in 1981-82 was $8.5 million with a $350,000 deficit.

Television is the temptress, money the temptation. A major football bowl appearance can earn a school up to $1 million. If a school makes the NCAA final four basketball tournament, the financial reward is about the same.

Television riches, however, also have sparked major disagreements among NCAA schools. So 60 major colleges and universities formed the College Football Association (CFA) while remaining NCAA members. The NCAA television contract benefits smaller schools as well as major athletic powers, and the CFA decided it was time to stop sharing the wealth.

So, the CFA group tried to negotiate its own television contract with NBC. They reached an agreement, but the controversy within the NCAA became so heated that the CFA could not get the necessary votes to approve the deal. Had it gone through it would have left the NCAA in disarray.

The NCAA is not far from that state now because of another television issue: Does the NCAA have the exclusive right to negotiate a TV contract for all its members?

Oklahoma and the University of Georgia took the matter to court, and a judge gave them approval to sign their own contracts without NCAA approval. The order was stayed pending appeal when this was written, but if upheld, it would mean that the major athletic powers could write their own ticket and that smaller schools would reap little or nothing from the television packages.

The issues are so complex and blurred it's no wonder students also lose sight of athletics as an integrated part of an

Orie Eigsti '31: 'Separation From Worldly Activities'

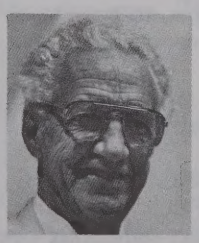
"When I was at Goshen my senior year, the whole athletic department consisted of Olive Wyse and me," said Orie Eigsti. "I was a student, but I was in charge of the men's program. It paid part of my tuition."

Orie participated in track and basketball. His record in the running broad jump lasted until 1971. He remembers when the gym stood south of Coffman Hall, where music and home ec are housed today, and the athletic field occupied the Good Library site.

"Sports didn't get much emphasis," Orie said. "One of my main responsibilities was to see that the length of the men's basketball trunks were a certain number of inches from the knee."

Reasons for the lack of emphasis? Orie noted that, prior to its closing in 1922, Goshen participated in *some* intercollegiate athletics. "After the college reopened," he said, "there were people who thought intercollegiate play had contributed to the 'ruining' of GC students. There was a lot of pressure to move toward separation from such worldly activities."

Orie believes these attitudes carried into his years at the college. "You can't believe how limited our program was," he said. "I felt strongly some faculty members didn't think athletes could also be scholars." He remembers, nevertheless, strong support from the student body and other members of the faculty, particulary Glen Miller and S.W. Witmer.



Orie went on to receive a Ph.D. in botany from the University of Illinois and taught college for many years. He is currently the president of the American Seedless Watermelon Seed Co. in Goshen, Ind.

educational program.

Ponder the words of George Cross, a former president of the University of Oklahoma: "We hope to build a university that the football team can be proud of." Presumably he was jesting, but Oklahoma's budget would seem to build a good case for his statement.

The NCAA, meanwhile, finds itself right in the middle because it is both policymaker and enforcer of athletic programs.

Recruiting violations, if not accepted, are expected, and the statistics on enforcement paint a dark picture of how far-reaching violations are. Of the 751 schools under NCAA jurisdiction, 252 have been placed on probation since 1952 when the NCAA's enforcement program began.

A group of 28 college presidents recently proposed tighter standards for entering freshmen who want to play varsity sports.

Notre Dame basketball coach Digger Phelps made headlines at the NCAA tournament earlier this year when he said that he knew of athletes who were getting paid huge sums to attend certain colleges. His voice was joined by those of other coaches, who say it's time to crack down hard on violators.

Some people argue that coaches should be penalized, not schools. If a coach is suspended, changes would soon occur, the theory goes. Others say the answer is at the top, that university presidents must set and control the standards involving the student-athlete.

Some universities seem to have figured out how to have a successful athletic program without bending to the pressures that would compromise academic integrity.

Notre Dame stands out because it makes strict demands on its student-athletes, and it prides itself as much on academics as it does on athletics.

Though critical, the problems in intercollegiate athletics are not entirely new. In 1906 Teddy Roosevelt threatened to ban college football unless immediate steps were taken to reduce the number of injuries. They were, and mandatory use of improved safety equipment quickly followed. And even in 1906, there were complaints of unethical conduct among coaches and demands for tighter guidelines in the area of player acquisition.

Then as now, the student suffers. When the message is mixed, when the signals are unclear, the student often responds to the signal that appeals to him most, not to the one that may be best for him.

Howard McNeil, a basketball player on scholarship at Seton Hall University in New Jersey, exemplifies how the message often gets translated. Last year, prior to his senior year, he was declared academically ineligible, which meant he could not play varsity basketball. He protested loudly and publicly that the school was ruining his career — a career in pro basketball.

"I think most students in college see a degree as just something to help you get a job afterwards," McNeil said. "And the job I wanted was in pro basketball." His wife, also a Seton Hall student, took the argument even further. She said her husband was "hired to play basketball."

In a similar case at the University of Minnesota, the matter went to court and the judge ruled that the player-athlete had to be reinstated.

The decision was monumental in its impact, for it seemed to be a legal acknowledgement that sports is big business, that it has moved apart from education and into a distant arena where money and power are the primary players.

Ray Bair '47: Christian Responsibility To Others

When Ray Bair looks at athletic competition at Goshen College today, he senses something missing that he wishes could be re-discovered — an attitude of Christian responsibility to one another.

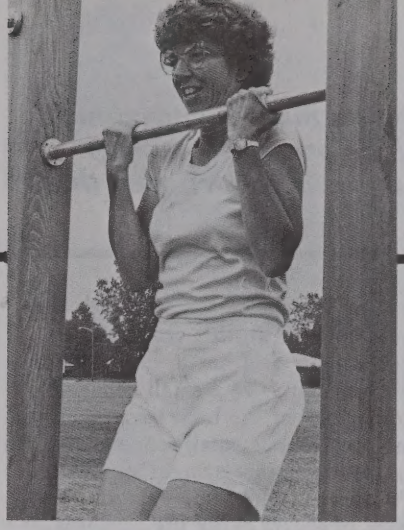
"In my day we had no intercollegiate games," Ray said. "It was all intramural or inter-literary society. Of course the competition was keen, but because we were playing people who lived down the hall from us or who were our roommates it had to be less intense." He doesn't advocate returning to non-intercollegiate athletics, but he wishes some corrective action would be taken, especially between church colleges, to put games again under the shadow of "Christian commitment to our fellow humans."

Ray was men's athletic director and president of the G Council at Goshen. He played softball, tennis, football and basketball.

"We did a lot of *fun* things," he recalled. "Athletics weren't as inflated as they are today. I don't think it takes from the value of sports to say that something else is more primary — learning and relationships with each other and with Christ."

Despite the secondary importance given sports, Ray remembers strong institutional support for the athletic program. "We were like a close-knit family," he said. "A certain amount of prestige went with being an athlete, but other accomplishments won prestige also. That was one of the positive aspects of Goshen College life."

Today Ray Bair is an insurance agent in Elkhart, Ind. He and his wife Lillian are the authors of God's Managers, *a book on Christian money management.*



Professor of physical education Ruth Gunden, shown here at the chinning bar, was instrumental in organizing the intercollegiate sports program for women.

Goshen Women: Playing Through

By Beth Johnson Ruth

Even when Goshen College women were wearing baggy blue tunics and competing during genteel "Sportsdays" against nearby schools, the college's sports program was pulling out in front of the women's athletic pack.

"Goshen was ahead of many, many schools in developing its women's programs," said Ruth Gunden, professor of physical education since 1953. "We were a charter member of the Association of Intercollegiate Athletics for Women and of the Indiana Women's Sports Organization that preceded that. Goshen College was never a 'Jill-come-lately.' "

Although Goshen College women did not play a regular athletic season until 1963, an active intramural program established during the tenure of Edith Herr, women's athletic director from 1946 to 1964, set the stage for the extramurals to come. An early forerunner of the women's intercollegiate program were the "Sportsdays" of the 1950s, which saw teams from Goshen and one other school get together for basketball, volleyball and fellowship.

Sportsdays only whetted the Goshen women's desire for more organized intercollegiate play, and in 1958 the GC women's basketball team played its first "official" extramural game against Grace College. "But as far as regular seasons go, you can't really count anything until 1963-64," Gunden said. In that year the GC women played their first full season of basketball. In 1967 a field hockey season was added; in '70, volleyball; tennis in '72 and track and field in '76.

Although progress came gradually, Gunden said there was no major resistance to the idea of women's intercollegiate play by the time it became a reality.

"The men had their program, and it was pretty hard for anyone to deny that extramurals would give women the same benefits as they did men," she recalled. "And the careful planning that had gone into the men's programs certainly helped us. And, although we think of ourselves as conservative, I think our Mennonite theology accepted the idea of women's sports more easily than some other church colleges. Our beliefs don't encourage that kind of duality between women and men."

In the intercollegiate program's early years, GC was in many respects more progressive than many larger schools, Gunden said. "We played Purdue, Indiana University, schools of that size. Their programs were less well organized than ours, and there wasn't much time or money committed to them. Their teams were coached by graduate assistants or other short-term people who couldn't hope to build up a strong program. At the same time, our numbers were small, but we at least had staff members assigned to coach our teams."

Small schools like Goshen may have had certain advantages in those early years, said Sue Roth, assistant professor of physical education. "At a small school, you get done what

Berdene Wyse Barnes '60: 'A More Holistic View Of Life'

"GC sports opened up a more holistic view of life for me," Berdene Wyse Barnes said. "I came to value four kinds of health — spiritual, intellectual, emotional and physical."

Berdene graduated in 1960 and taught here from 1965 to 1975. "One thing I remember is a change in attitudes toward athletics from the time I was a student to the years I taught," she said. She described an unbalanced hierarchy of values she encountered in the late '50s when intellectual pursuits surpassed spiritual ones in importance, and physical and emotional needs vied for last place.

"We talked about *balance*, or spiritual needs being at the top, but experience showed otherwise," she said. "Athletes were automatically considered less important than somebody who achieved academically."

As she taught, she saw that changing. People's physical and emotional selves gained in importance.

But a place where the balance was always a healthy one, she remembers, was on Ruth Gunden's teams. "Ruth coached us to play our best, but not to lose sight of who we were, and who the other people were — the ones we were competing against."

She described a parallel she sensed — between focusing on the task while bearing in mind one's responsibility to others and the demands of Christianity. "We were called to be our best," she said, "not to get the other guys. The credit for that goes to Ruth."

Today Berdene is in private practice in marriage and family counseling. She lives in Stonecreek, Ohio.

Many women educators made a conscious decision to make their programs more educational and less business-oriented than men's.

you're willing to take on yourself," she said. "Although the administration may not have opposed Ruth's organizing of women's teams, I'm sure they never told her to do it, either. You have certain freedom to do things at a small college."

Gunden pointed out another aspect she believes was helpful in starting the women's program. "At a small school — or at least at this one — I think men are more sympathetic to the idea of a strong women's program," she said. "Maybe they're less bogged down in the idea of sports being big business."

But Gunden and other women's athletic educators around the country are being forced to confront the "big business" side of college athletics because of a tangle of events that Gunden, at least, hoped would never take place.

The financial woes of the Association for Intercollegiate Athletics for Women led to that organization's collapse this past summer. At that time, the GC women's program had the choice of joining the NCAA (National Collegiate Athletic Association) Division II or the NAIA (National Association of Intercollegiate Athletics). The GC department chose to go with the NAIA, with which the GC men's teams are affiliated. Gunden and Roth both voiced their unhappiness over the demise of the AIAW and the effect that its death might have on the nature of women's sports programs.

"At the time the AIAW formed in 1971, the NCAA probably would have done something to include women in its structure," Gunden said. "But the consensus of the women's leadership was that they'd rather go a different route than the high-pressure, big-business route men's athletics had taken. This wasn't a criticism of the men's programs. Rather, we saw the experience men had had as pioneers in intercollegiate athletics, and we were in a position to learn from that experience. And many women educators made a conscious decision to make their programs more educational and less business-oriented than men's."

That kind of thinking helped form the AIAW and its regulations, which included prohibitions against granting athletic scholarships, although that was eventually reversed due to the controversial Title IX of the Educational Amendment of 1972, and restrictions against aggressive recruiting of high school athletes. Other regulations pressed home the point that, for AIAW members, athletics were to be a portion of a college student's education, not the other way around.

Now that the AIAW has died, Gunden fears that women's athletic programs will be forced into the men's intercollegiate mold.

"The Title IX program, which prohibits sexual discrimination in education, is a fine thing, and it's helped women make some real headway in athletics," Gunden said. "What bothers us is the interpretation of Title IX which says that men's programs are the standard, and that in order to be equal we have to have programs exactly like theirs. And the more our programs have to be like men's, the harder it will be to maintain the differences that are important to us."

But in the meantime, women's tennis, volleyball and field hockey seasons are in full swing at Goshen College. Basketball season will begin in December, and women's track and field in the spring. If trying times are on the way for women's intercollegiate sports, it seems a safe bet that the Goshen College women will respond with the spirit that saw them from Sportsdays to sports seasons.

Lynn Smith '69: Veteran of 'Holy Wars'

Lynn Smith still plays soccer, just as he did in the late '60s at Goshen College. He lives in Chicago and plays in two city leagues. How do attitudes toward winning and competition on these "secular" teams compare to those at Goshen? His unexpected response:

"It's less intense now. There was a great deal of pressure to win at Goshen." He recounted conversations he has had with city league contemporaries who, as students at Notre Dame in those years, were his adversaries on the soccer field. "They tell me whenever they played Goshen, they knew it would be like a holy war for us. They were amazed by our intensity."

Lynn had leadership roles on the soccer and track teams and said the experience has influenced him positively. "Sports are excellent training for dealing with problems and tensions of the working world," he said. "The competition was good for me."

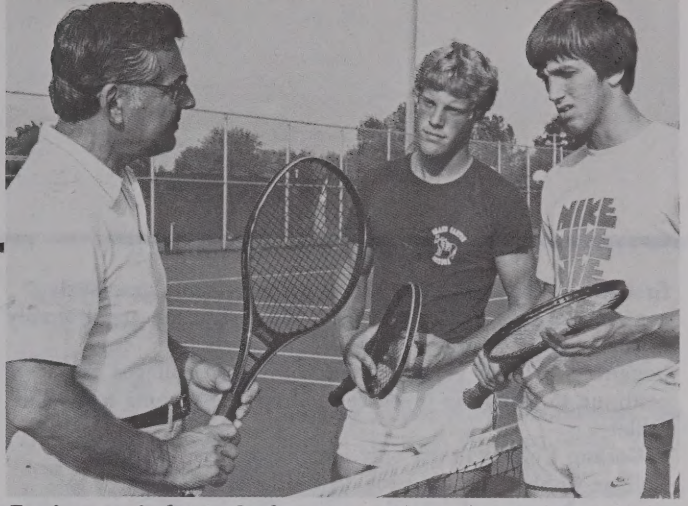
He remembers certain dissatisfactions about the GC sports program, however. "There was no post-season play in those days. We couldn't go to tourneys." He believes this was because of an unbalanced emphasis on the importance of academics. "It seems you should be in college for your total development," he said. "There wasn't enough encouragement to develop the total person, to be at your *best* athletically."

But the atmosphere was strongly supportive, he remembers. "I was actually treated better than I should have been because I was an athlete, often getting extra time to get things done when I wouldn't have needed it."

Lynn makes a living as a real estate broker and musician.

Intercollegiate Athletics At GC: A Different Way

By J. Harold Yoder



Professor of physical education and men's tennis coach J. Harold Yoder discusses the game with Dave Conrad and Jeff Stoltzfus, two members of this year's team.

It is not difficult to describe the intercollegiate athletics program at Goshen College. As seen within the context of athletics in higher education in the United States, the most accurate adjective is "different." While our program has undergone considerable change in the 25 years since the Mennonite Board of Education and the faculty first approved it, many of its differentiating characteristics continue to exist. It could not be otherwise. A college that is different will have programs that are different.

The Goshen College intercollegiate athletics program is administered by the Department of Physical Education and is responsible to the academic dean. Our belief that valuable educational experiences are available to students who represent GC in athletic competition is thus supported and enhanced by this administrative arrangement. At many institutions our size, the administrative lines are reversed — physical education functions within and is often overshadowed by a department of intercollegiate athletics.

At Goshen College coaches do not see their task as that of operating a farm system for professional sport. A college coach's credentials are commonly evaluated according to the number of athletes who have moved from the campus into the professional ranks. Our coaches would tend to believe that the sacrifice required to become a professional athlete in our society is, in most cases, too great. We emphasize the importance of academic and other cocurricular experiences for the college athlete. We do not have different academic standards for athletes than for other students. It may be legitimate for other departments to prepare for professional performance, but in athletics that goal would seem to be incompatible with a well-rounded college experience.

Another differentiating aspect of Goshen athletics is the way the program derives its operating funds. As an integral part of the educational program of the college, athletics, within physical education, requests funds as does any other academic department. The fact that our budget does not depend on gate receipts is a pragmatic rather than philosophical decision. Where faculties and administrators have lost effective control of athletics, independent fund-raising and overdependence on receipts have usually been

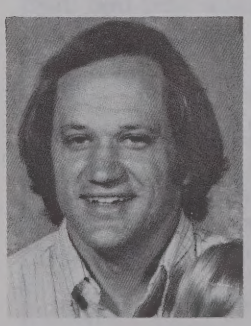
Bob Zuercher '71: A Change Of Attitudes

Bob Zuercher described a night he came, a high school senior, to Goshen College, to see what the campus was like. He had visited a neighboring college the same weekend and was still undecided. He found himself at a basketball game where the Leafs were rolling over a hapless opponent.

"I was an 18-year-old, you understand," he said, "and high school basketball was what put me on the map. That Goshen game — I couldn't believe it! The gym was packed; people were screaming. GC just *clobbered* the other guys — they scored over 100 points. Sometime in the second half a Goshen forward grabbed a guy by the head and threw him to the floor." He laughed. "It was wild. I never imagined Goshen b-ball would be so exciting."

The game decided things for him; he came to Goshen and played varsity all four years. But sometime during his senior year his attitudes began to change. "I got tired of professors never talking to me about anything but the game coming up or the game last week, like I wouldn't have any interests beyond sports. People were often surprised to discover I was a history and not a P.E. major."

The Vietnam War also changed him, particularly his thinking about competition. "I remember talking to Fred Litwiller about it — this competition business. Suddenly I couldn't get myself geared up for it. It seemed to me the whole world was in trouble because of our selfish, competitive drives. It sounds silly to me now, but that's how I felt."



Bob lived for a number of years in England following graduation, where he served with the Mennonite Board of Missions. He is currently a graduate student studying psycho-educational processes at Temple University in Philadelphia.

The stresses of competition often provide a rigorous testing laboratory for values and beliefs.

first steps. The days when athletic departments graciously contributed from their receipts to the institution are probably history, unless strikes in professional sports turn into bonanzas for their college counterparts and colleges can continue to resist the pressure to share the income with their athletes.

Goshen College is the only member of the Mid-Central College Conference not providing financial assistance to students because of athletic ability. This is a distinct handicap in the recruitment of athletes. However, we have been able to compete rather favorably in the "all sports" competition in the conference. In those sports in which high school athletes are most vigorously recruited, we must find ways to attract more good student-athletes. At present we have no pangs of conscience in using the term student-athlete to describe the members of our teams and, contrary to some of our conference colleagues, little trouble in finding sufficient numbers of non-scholarship athletes as candidates for those teams.

As a member of the National Association for Intercollegiate Athletics, Goshen College teams have the opportunity to participate in district (Indiana), area (Indiana, Ohio, Illinois and Michigan) and national competition when "qualified and selected." While this provides a goal and strong incentive for each team, it may also require some hard decisions on matters pertaining to extended class absence, finances and Sunday participation.

It is commonly supposed in our society that the winning of games and matches is the source of all meaning in athletics. If this is true, then it is unfortunate that half of those who compete will have wasted their time during any contest. We would prefer to believe that meaning in athletics is derived from the opportunity for self-expression given the participants. A basketball dunk, a volleyball spike and a service ace in tennis are all statements of identity by the performer. Thus athletics at Goshen College is seen as an expressive art form that has meaning regardless of the outcome of the event.

The tension between the values of society and those of our faith and practice is perhaps more obvious or more often tested in athletics than in any other aspects of the college's program. Our athletes and coaches are constantly called upon to incarnate what they believe by their attitude toward opponents and officials and the ability to win and lose with poise and dignity when the effort has been their best. GC coaches, as all faculty, attempt to model a style of life which is compatible with the statements of faith and practice adopted by the college. The stresses of competition often provide a rigorous testing laboratory for values and beliefs. Coaches here are aware that models are more effective in changing values than are activities, and they take seriously the responsibility this entails.

It is difficult at the present time to find in either the literature of physical education or popular literature any defense of intercollegiate competition. Nearly all that is written pertains either to the financial crisis or the moral crisis in college athletics. At Goshen we still feel positive about the potential benefit to students of an athletics program which serves rather than exploits, which contributes to rather than detracts from the goals of the college.

J. Harold Yoder, professor of physical education, is director of men's athletics at Goshen College.

Jan Fuchs '74: 'Room To Grow'

"The first thing I remember is that we didn't *look* like other teams," said Jan Fuchs. "We were a hodge-podge of people with athletic talent. Some of us were bio majors; some of us were in nursing or el ed." She remembers that other teams seemed to be made up of nearly all phys ed majors — women who were alike in their styles of play, their attitudes about winning and sportsmanship, even their appearances.

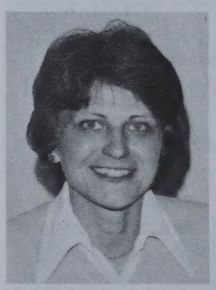
"We wanted to win, of course," she said. "But we also played for fun. Other teams commented that they always enjoyed playing us. I think it was evident we were Christian athletes."

Jan played basketball, volleyball, field hockey and tennis at GC.

She remembers a demanding attitude from her coaches, Ruth Gunden and Berdene Wyse Barnes. "Academics always came first," she said, "and that's something else that set us apart from other schools. We knew when we came to GC we'd be expected to make the grade.

"But I had room to grow as an athlete at my own speed. It was up to me. Sometimes I think women have suffered as their sports programs have come more in line with the men's. I mean, obviously it's necessary and just, but they've come to expect so much. If I wanted to learn, it was on my own time, and that was good for me."

Coaching high school following graduation, Jan found herself applying the Gunden/Wyse principle — a slightly contradictory blend of high expectations and flexibility — to her own student teams.



Jan recently earned her Ph.D. in health education at Austin Peay State University in Clarksville, Tenn., where she is now an assistant professor.

Campus

Federal Grant Upgrades Library, Computer Systems

Goshen College has been notified by the U.S. Office of Education that it will receive a $378,000 grant under Title III to fund several areas of institutional development.

"We have been in particular need of upgraded library services and computer science facilities and offerings," said Judith Davis, director of sponsored programs. The Title III grant will enable the college to develop better library reference and information retrieval services, enabling students and faculty to use computer-based reference tools and do research beyond the scope of library holdings. Students in the business, natural science and teacher education departments will have the chance to develop computer skills.

The grant will also fund the development of an institutional research program and a management information system. Institutional research will enable the college to make better use of data gathered on students and programs; the management information system will assist in areas such as employment and personnel status, payroll, insurance and the assembling of student aid packages.

Davis stressed that the grant money cannot be considered "gravy." "The grant, as delighted as we are to have it, is no luxury," she said. "It's strictly above-budget and will be used for badly needed development we couldn't afford to do otherwise."

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Six Persons Appointed To Faculty

New members of the nursing, business, education, information services and student development departments are the most recent additions to the faculty.

Assistant professor of nursing Janice M. Yoder received her training at Riverside School of Nursing, Newport News, Va., and at Goshen College, from which she graduated with a B.S.N. in 1968. She has served as director-coordinator of a hospice service.

Janet R. Foreman, assistant professor of business, will receive her master of science degree in business administration from Indiana University-Purdue University at Fort Wayne in January. A certified public accountant, she has worked in industry and as a college instructor.

Susan J. Nyce, a teaching fellow at the college last year, has been named acting director of the laboratory kindergarten and instructor in education. A 1978 GC graduate, she has also studied at Ball State University and the University of Toledo and taught at the elementary level.

Terry Stutzman, assistant director of information services, graduated from Bluffton (Ohio) College with degrees in English and art. She edited the Goshen College *Record* in 1980 and was an intern with the Mennonite Board of Missions. She is editor of a devotional booklet being published by the Department of Higher Education of the General Conference Mennonite Church.

Christine Kaufmann and Dave Klahre have been named resident directors of the Miller/Kratz and Yoder dorms respectively. A 1974 graduate of GC, Kaufmann has taken additional courses at Associated Mennonite Biblical Seminaries, Northern Illinois University and Eastern Mennonite College. She has worked as a camp program director, counselor at a state prison and coordinator of a community mediation center. Klahre, a '79 graduate of GC with additional study at Lehigh University, taught first grade at a Pennsylvania school prior to joining the faculty.

November

19 . . . . . Artists Series, Soprano Lucy Shelton
20 . . . . . GC Orchestra Concert
28-Dec. 17 . . Tom and Ginny Marsh Ceramics Exhibition

December

3 & 4 . . . . . Advent Plays, GC Players
5 . . . . . *The Messiah,* GC Choirs and Orchestra
11 & 12 . . . . . Faculty Production, *Amahl and the Night Visitors*
15-Jan. 5 . . . . . Winter Recess

January

2-23 . . . . . International Art Exhibit

Student Exchange: Far East Meets Midwest

By Sally Reed

First-graders from Goshen's Parkside School meet with Chinese exchange visitors to learn about life and children in China. The children in the foreground are visiting with She Wang-cheng and assistant professor of English Rosemary Wyse.

At the Chengdu railroad station in Sichuan Province, 100 Chinese students committed what could have been a serious offense. Disobeying the college administrators, they traveled 16 miles to bid farewell to 20 young Americans heading home to the United States. As the Chinese waved goodbye, many wept, running alongside the train as it pulled away. Then one student, proud of his new grasp of English idioms, turned the sobs of the Americans to smiles as he shouted, "Don't forget to drop us a line."

At the small coffee shop on Main Street in rural Goshen, two young women sat chatting over tea. They laughed at stories about their families, revealed secrets about their friends, exchanged views on child-rearing, values and religion.

"We often meet just to talk," said Wu Fa-chin, of her new American friend. "When I return to China, I will miss her very much."

Such are the scenes that make an international experience more than a travelogue and that lead proponents of exchange programs to claim that, cliches notwithstanding, these intense experiences do lead to friendship between peoples of different worlds and do promote understanding, cultural awareness and peace.

The scenes were described by students who were part of the first undergraduate college exchange program between the United States and the People's Republic of China. They were all the more remarkable because Goshen College, the American site, has no Chinese scholars on its faculty, has no Chinese language study and is situated in a small town in rural northern Indiana where the Amish still drive their horse-drawn buggies to town on Saturdays, where some streets need no sidewalks and where there are no Chinese restaurants to speak of.

The exchange began three years ago when Goshen, a coeducational liberal-arts college affiliated with the Mennonite Church, sent 20 American undergraduates to China in exchange for eight Chinese students and teachers of English through an arrangement with the Sichuan Provincial Teachers College and the Board of Higher Education in Chengdu, Sichuan's 2,000-year-old provincial capital city of one million people in west-central China. Last year, 20 Americans and nine Chinese were exchanged, and this fall there will be 21 Americans and nine Chinese in the program.

In each country, the exchange students live in college housing, attend classes and lectures, visit local attractions as well as major cities. For 17 weeks, the Americans study Chinese language, attend 60 hours of lectures on life and culture and visit museums, communes and factories; and for 10 weeks they teach English in pairs three hours a day.

In the United States for one academic year, the Chinese travel and attend English classes, visit schools, job sites, sports events and the homes of host families in the Goshen community. The Chinese, selected by several institutions of higher educatiuon, come to the United States to examine methods of teaching English. The Americans go to China not only to study but also to perform "work service" by teaching English to Chinese students, who all must study at least one foreign language — English, French, Russian or Japanese.

For Goshen College, the exchange is part of a Study-Service Trimester (SST) program that places all of its 1,150 students in schools, hospitals and community centers — primarily in third-world countries — to "serve others."

"All students are required to participate for one trimester as part of their general education program," said Arlin K. Hunsberger, director of international education at Goshen. Since the program began in 1969, students have traveled to Korea, Poland and East Germany, as well as to countries in Central America and the Caribbean.

As with the other 200 or so college-exchange programs in the United States, Goshen's goal is to give students a new cultural experience. But its extra component, service, makes it more akin to the Peace Corps than to a traditional academic program. In fact, some say that the model for the Peace Corps was the PAX Program established by the Mennonite Church after World War II to send members overseas for relief work.

J. Lawrence Burkholder, now president of Goshen, was one of the young Mennonites assigned to China from 1945 to 1948. And it was the friends he made then who some 30 years later were in positions of authority in higher education in China. His proposal for an exchange was accepted by these authorities and personally approved by Zhao Ziyang, now China's Prime Minister.

The program is judged by those in both countries to be an unqualified success. In fact, the Chinese have asked to

A New Look At An Old Country

By J. Howard Kauffman

Winifred Nelson Beechy, *The New China*, Herald Press, Scottdale, Pa., 1982, 264 pp., $5.95.

If you want to read a lively, entertaining book about an old country with new ideas, *The New China* is for you.

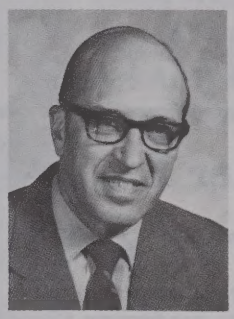
Most Goshen College constituents are already aware of the unusual educational exchange program between Goshen College and the Bureau of Higher Education of Sichuan Province, the People's Republic of China. Winifred Beechy and her husband Atlee were the faculty leaders of the first 20-student group to venture forth in the fall of 1980 to Sichuan Teachers College, Chengdu.

The book is a well-written, eyewitness account of what the author saw, heard and read about China during the Beechys' four-month sojourn in that fascinating land. Unlike the typical tourist on a 21-day jaunt to four or five eastern cities, they were in China long enough to establish friendships and open up channels of communication at greater depth.

The opening chapter, "Life in the Panda Palace," is a summary of events and observations while living at Sichuan Teachers College. The second chapter entertains us with word-pictures of Chinese food, clothing, housing and other everyday customs of a hard-working people.

Two chapters highlight the 3,000 years of Chinese history, while another recounts the events and turmoil of the last 33 years since liberation. Other chapters tell the story of how the Christian churches survived the communist political system and the convulsions of the Cultural Revolution, how socialism has transformed Chinese family and community life, and how the government is seeking to reform the economic system so that China can catch up with the West in science and technology, agriculture and industry by the year 2000. Events and observations are laced with insightful interpretive comment, enough for several evenings of enjoyable reading.

Beechy



Kauffman

J. Howard and Verda Kauffman directed the second SST-China group in 1981. He is professor of sociology.

increase the number of students in the exchange. It has worked because of a number of factors that would be difficult to duplicate at other American institutions, according to Philip West, professor of East Asian Studies at Indiana University. A primary factor, he said, is President Burkholder's leadership and interest in China, his warm, charismatic personality and his personal relationship with educators in China.

"The Chinese see him as a risk-taker and someone to be trusted," said Dr. West. But also, others suggest, there is Goshen's curriculum, which stresses international study and work service and the fact that because of the pacifist bent of the Mennonites the Chinese did not feel threatened by "aggressive" students.

In interviews at Goshen, both Chinese and American students said that the real benefits of the Goshen-Sichuan exchange were tied to the friends they made and their widened perceptions.

Both groups were shocked at how little people in each country know about the other and how hungry both countries seem for information. The Americans noted, for example, that in China at first some of the elders worried about them — fearing that all young Americans were dirty and drug-crazed.

In Goshen, according to discussions with host families, residents were surprised by how friendly and outgoing the Chinese were. "Also, they say China has no formal religion," said Beth Rieth, a member of the family that is host to Wu Fa-chin. "But I've never known people of higher morals than I have of Chinese people."

The Chinese students are older than their American counterparts. Many were caught in the Cultural Revolution's closing of the universities from 1966 to 1976. All are married and left children behind while they participated in the exchange.

The Chinese found American children fresh, energetic, surprisingly self-sufficient and hard-working. "In China, children are much more dependent on their parents," said Li Mingyuan, who has a 10-year-old son. "I think the way Americans raise their children is very good."

The Americans were impressed by the self-discipline of the Chinese students, who they said study 25 hours a week, rise every day at 6 a.m. for exercise and go to bed at 10:30 p.m.

Both groups laughed about the questions most frequently asked in the country they were visiting. In China, the Americans were asked: "How do you survive all the crime?" and "Are all teen-agers on drugs?" In Goshen, the Chinese were asked, "Is China a big country?" and "Do you have McDonald's?"

The program, of course, helps clear up many misconceptions about each country, but on a personal level. "And there have been surprisingly few problems," said President Burkholder, "none not easily worked out."

One romance ended in a marriage this summer. The couple apparently had no trouble weaving their way through the Chinese bureaucracy and this year they will attend Indiana University in Bloomington.

As J. Howard Kauffman, a Goshen professor of sociology and exchange-program chaperone, said in summing up, "Students found good friends a much better window on the Chinese culture than formal lectures and things read in books."

Sally Reed writes on education issues from Chicago. *©1982 by The New York Times Company. Reprinted by permission.*

[Editor's note: The article above was published in The New York Times *Aug. 22. After publication, Atlee Beechy, the director of the first SST in China, noted that officials encouraged Chinese students to bid farewell to their American guests at the railroad station; Chinese officials did not consider the farewell an offense.]*

Family

Schmucker Expresses Faith During Nonregistration Trial

By Terry Stutzman

Mark Schmucker's 2½-year-old decision not to register with the Selective Service has become a powerful example of discipleship for those who have followed his case and subsequent trial in Federal District Court in Cleveland in early October.

Schmucker, a senior biology major from Alliance, Ohio, expressed his convictions during the four-day trial which ended in a guilty verdict Oct. 5. Sentencing was scheduled for Oct. 19.

Following six witnesses for the prosecution, Schmucker was the first to testify in his own defense. He explained that training in the Mennonite faith has been a consistent factor in his life. "My parents taught me to be truthful and open with people," he said. "I've tried to follow that example in my life."

Schmucker referred to passages of Scripture which have a strong peace message for him. "It is clear to me that Christ is a pacifist and is non-violent," he said. "Christ did not sit back and allow the world to go on as it was, but he actively opposed the evil of using violence in solving the problems of the world.... He was open, confronting, and he did not in any way harm people."

Both the District Attorney Gary Arbeznik and Judge Ann Aldrich made reference to Schmucker's "honest and sincere character." Aldrich commented toward the end of the trial that "presiding over this trial is not a task I personally would have chosen."

In his closing argument to the jury, Arbeznik stressed to the jurors that court evidence had proven Schmucker was guilty of violating the Military Selective Service Act. "The facts of this case are simple," he said, and he reminded them to follow the law "as it is presented to (them)" by the judge. He did, however, pause and say with much emotion, "What perhaps is not so simple is our duty to follow that law."

In a statement concerning Schmucker's conviction, Goshen College President J. Lawrence Burkholder wrote, "We are somewhat saddened by the fact that our government has instituted a policy which needlessly places in criminal defense some of the finest young men of our nation and arbitrarily requires many of its most conscientious citizens to choose between obedience to the law and love of peace."

Schmucker's expression of faith has been a challenge both to the government and the church.

Don Blosser, assistant professor of Bible, said, "We as a church are on trial with Mark and we have an obligation to take part in his witness for peace."

Goshen senior Ann Weber from New Hamburg, Ontario, said that the trial proved to be "an effective witness for the cause of peace" because Schmucker was allowed to testify without objection.

Other students from Goshen College who attended the trial contended that the government has lost the struggle to force nonregistrants to obey the law. They noted that prosecuting persons like Schmucker for firmly held religious and moral convictions has provided an effective way for Schmucker to make his stand known through the flood of media coverage that followed his indictment. One student heard a reporter comment, "Something really unusual is happening here, and I'm not sure what it is."

Seeking Financial Aid? Request Forms Now

Prospective students for the fall of 1983 can request a Goshen College financial aid application from the Admissions Department at any time. Those filing Financial Aid Forms (FAF) can request them from the Office of Student Finance.

Walter Schmucker, director of student finance, said that FAFs should be filed with the office as soon as possible after Jan. 1, 1983. Indiana residents should observe a Feb. 15 deadline for mailing the FAF, and out-of-state students should return theirs by March 1.

Two Albums Available

"With a Voice of Singing," an album recorded live at Hesston College by the GC Chamber Choir, and "With Trumpets and Cymbals and Other Musical Instruments," an album featuring the Jazz Band, are both available for order by mail. The cost of the albums is $7 apiece or $12 for two. They may be ordered from the GC Music Department.

Enrollment Decreases To 1,013

Full-time enrollment decreased by 6 percent to 1,013 students this fall. But the freshmen class has increased by 15 percent to 268 students, 35 more than last year. Another 109 students attend part-time.

"This year's total is a strong affirmation of how we worked with the freshmen," said Dennis Koehn, director of admissions. "We plan to continue recruiting with our admissions counselors, alumni and faculty in a close, personal way with high school seniors."

Koehn plans to use admissions personnel and faculty members much more this year in the recruitment of transfers as well because fewer transfers enrolled this fall than in 1981. "We'll involve more persons in making more frequent phone calls to transfers," he said.

Another important recruiting goal for admissions is that of "strengthening" contacts with alumni children. Koehn expressed his appreciation for the "sense of very strong support" that the admissions staff received from alumni last year.

Ken Hochstetler, at bat, catcher Mark Leichty and umpire Mark Plank are three of the more than 100 students who played men's intramural softball this fall.

Hundreds Play Intramural Sports

By Terry Stutzman

Anyone who has played intramural softball four years running must enjoy it, and that is the case for senior Ken Hochstetler of Goshen.

Last year Ken and 450 other students participated in intramural sports at Goshen College. This year student activities director Dwain Hartzler expects even more students to sign up for a variety of teams.

Men's softball was a popular choice this fall with eight teams attracting an average of 15 players each. For women, outdoor soccer had 42 enthusiasts, slightly fewer than in previous years. Mixed doubles tennis had 11 team entries, and 32 men and seven women competed in tennis singles. Through February, students can choose from 13 different sports, five of these on a co-ed basis.

Women account for much of the increased participation in intramural sports and Hartzler sees it expanding further. "Women are coming out a lot more in the last few years," he said, "and there's a lot of room for more growth."

Just the thought of trying to organize teams, tournaments and schedules and to maintain statistics for so many intramuralists could be enough to confuse anyone, but Hartzler has help with the details. He meets weekly with four student assistants who help handle publicity, team sign-up, statistics and scheduling. They also serve as liaisons between Hartzler and the student officials hired to referee the games.

Depending on the sport, players can sign up singly or by floors, small groups, classes or teams of their choice. The rosters indicate that volleyball, basketball and indoor soccer win the intramural popularity contest. Turnouts for the one-night volleyball tourneys are often overwhelming. "We have up to 30 teams to schedule in sometimes," Hartzler said.

The question of "too much competition" in intramurals isn't a problem for Hartzler. "Any stress or competition in the games is something we deal with in all aspects of life," he said. "There is nothing wrong with competition if we can keep it in perspective. A player's reaction to a student official's call is important, for example. One or the other could be dead wrong about the play, but the manner in which the player presents his opinion is most important. Some games can get very competitive, but there have only been a couple of times when we've had to sit down with players and talk about their behavior."

Sue Roth, assistant professor of physical education, observed the enthusiasm in a recent Sunday night volleyball tournament. "It was all of the positive social things you can think of," she said. "No matter what the students' skills were, everyone was having a good time."

Speaking from a departmental perspective, Roth said that the physical education faculty has a great concern that students on campus have some time in the gym, which is now scheduled tightly. "We're working on that," she said, "but our facilities are limited."

Evidence of strong student support of the intramural program encourages Roth. "It says something important to me that students are taking the time to do something good for themselves in that way, that they feel the need for that kind of involvement."

Students do have ample opportunity to participate in intramurals outside. After 10 minutes of play, one women's soccer team had scored two points and neither team's enthusiasm had dropped. "We have only three teams now," said Kathy Rempel, a freshman goalie from Beloit, Wis., "but the girls who play are out here week after week."

The score was 2-0 in favor of Rempel's blue team. The red team moved in for a shot on goal, and Rempel positioned herself to cover the kick. The ball shot past her hands into the upper corner of the goal as the red team scored their first point. She spoke a casual "bummer" at having missed the shot, but she continued to support her teammates as they headed in for the halftime break.

Across the playing field, teams from Yoder Third South and Shoup House were matching their skills at softball. The student referee called a Shoup House runner out on first. Some of the players groaned and joked, but a faithful classmate called out to the referee, "It's okay, Bruce, we still love you!"

Does the game ever get too competitive? Transfer student Jack Heitz, Freeport, Ill., chuckled as he replied, "Only when the scores are close."

Then a batter hit a hard line drive past Shoup House's right fielder, and Yoder Third scored one run. The team, almost in disbelief, cheered, "We scored, we scored!" So much for tense competition in this game.

Edith Herr: Pioneer For Women's Athletics

The woman whose work with intramural sports laid the groundwork for a strong women's intercollegiate sports program is Edith Herr, director of women's athletics at Goshen College from 1946 to 1964.

Herr came to the college after teaching junior high physical education in Pennsylvania and working summers at Laurelville Mennonite Camp, where she met former President Ernest Miller. He invited her to become the college's first female physical education instructor.

Herr arrived at the college to find "nothing — not even some equipment. Phys ed classes met in 'The Barn,' four walls and a leaky roof that stood north of where the Arts Building is today. We just started from scratch and shared a lot of equipment with the fellows." One memory of those early days is of Herr and her students preparing for archery practice in "The Barn." "We'd set up a couple of targets, hang rugs on the walls for backdrops and fire away," she said.

In the course of teaching women's phys ed classes, Herr introduced her students to various sports, including the unheard-of Eastern game of field hockey. As the students became more proficient, they became eager for more competition.

"The girls were ready for intramurals," Herr recalled. "They saw the fellows playing and they had nothing. There was a lot of enthusiasm behind the program." Basketball, volleyball, softball and even field hockey teams were soon organized and playing regularly.

As the intramural program grew through the years, Herr's workload increased. "I never felt overburdened, though," she said, "especially because I was always able to get such good student help." Student assistants she particularly remembers include *Ruth Eigsti Miller '51*, "a great basketball player from Iowa"; *Josephine Swartzendruber Lehman '50, and Doris Liechty Lehman '50.*

"I remember my years at Goshen as very good ones," said Herr, who lives now in Leola, Pa., where she stays busy as a tutor of remedial reading. She works occasionally at Camp Hebron in Halifax, Pa., too. She made special mention of the help and cooperation she received from department director Roman Gingerich and Ruth Gunden, who joined the faculty in 1953.

Although she no longer teaches physical education, Herr hasn't lost her taste for the active life. "When I retired from Goshen, the faculty gave me a bow and a dozen arrows," Herr said with a laugh. "I'd like them all to know that I have a shooting gallery set up in my basement. I'm still using those bow and arrows."

Herr would enjoy hearing from college friends. Her address is 52 Holly Drive, Leola, Pa. 17540.

Five Faculty Publish Scholarly Articles

How do faculty members spend all their free time when they're not preparing for classes, lecturing, grading papers, counseling advisees, attending meetings, listening to chapel speakers and trying to get away for lunch? They may well be writing research papers to be published in scholarly journals.

At least five members of the faculty have recently had scholarly articles published or accepted for publication.

Ron Stutzman, associate professor of anthropology, is the author of "El Mestizaje: An All-Inclusive Ideology of Exclusion." This analysis of Ecuadorian nationalism appeared as the lead article in *Cultural Transformations and Ethnicity in Modern Ecuador*, a collection published in 1981 by University of Illinois Press.

"Pulpit Calls to Social Stability in the Cultural Life of Augustan England" by professor of history James R. Hertzler was published in the latest edition of *Illinois Quarterly*. The article includes excerpts from numerous Augustan-era sermons.

Shirley H. Showalter, assistant professor of English and history, is the author of " 'The Herbal Signs of Nature's Page': A Study of Francis Daniel Pastorius' View of Nature," published in the fall 1982 edition of *Quaker History*. She analyzes verse written by Pastorius, an early settler of Germantown, Pa.

The June edition of the *International Federation of Home Economics Bulletin* published the "Anthropometric Assessment of Nutritional Status of Pre-School Children in a Rural Community in the Philippines" by assistant professor of home economics Marilyn Johnson. The article explores ways to avoid handicapping the disabled child.

Professor of English Ervin Beck's 1981-82 sabbatical year spent exploring folklore in England has yielded numerous articles that will soon appear in scholarly journals. They include: "Children's Halloween Customs in Sheffield," to appear in *Language and Lore*, published by the University of Sheffield; "Children's Guy Fawkes Customs in Sheffield" and "Trickster on the Threshhold: An Interpretation of Children's Autumn Traditions," both to appear in *Folklore*, published by the London Folklore Society; and "The Meat that Never Spoils: Occupational Identity and Legend Decline," to be published in *Folklife*, a journal of the Society of Folk Life Studies, Cardiff, Wales.

Four articles by Beck that deal with the Belizean oral tradition have also been accepted for publication. They include: "Belizean Creole Work Songs," "Belizean Creole Boat Songs," and "Five Kinds of Belizean Creole Folk Songs," all to appear in *Caribbean Quarterly*, published at the University of the West Indies, Jamaica, and "Belizean Creole Quarreling Songs," to be published in *Southern Folklore Quarterly*, a University of Florida publication.

Since his retirement as college athletic director, Roman Gingerich has had more time to devote to beekeeping.

Today's Athletes Inherit Program Begun By Gingerich

By Rebecca Burkholder

Roman Gingerich can hardly remember a time when he was not organizing athletic programs. As a seventh-grader in Kalona, Iowa, he was already forming neighborhood basketball leagues. Perhaps even then he was "in training" for the 35 years he would spend as professor, athletic director and coach at Goshen College.

When football, basketball and track star Gingerich first arrived at Goshen College as a student in 1937, the school had no formal athletic program. Student assistants taught the required physical education classes. He became one of those assistants and was promoted to full-time instructor after graduating in 1941. That was the beginning of a teaching career that lasted until 1976, when he suffered a stroke and took a leave from the college.

Throughout his years at GC, Gingerich was concerned that the phys ed program attain strong academic status."Physical education was not just going to be running around a track," remembers Carl Kreider, dean from 1944 to 1970."Roman was eager to have people in his department go on to get their doctorate." And they did. At one time four out of the five professors in the department had their doctoral degrees.

Another lasting contribution made by Gingerich pertains to the department's philosophy about its various levels of activity. "To Roman, all parts of the program were important," said Harold Yoder, present head of the department. "Intramurals were just as important as intercollegiate sports."

Intramurals or intercollegiate sports — for Gingerich, the whole point of athletics is "to offer opportunity for participation at every skill level — for the skilled athlete, the novice and those in-between." He recalled that he, a top college athlete himself, had missed the chance to compete on an intercollegiate level. He remembered that lack after he had joined the Goshen College faculty, and he pushed hard for expanded competition. In 1957 GC played its first official game against another school.

But Gingerich stressed that the introduction of intercollegiate competition didn't affect the department's commitment to serving the whole campus. He recalled a meeting with the Mennonite Board of Education, at which he was asked if intramural sports would be forgotten if intercollegiate play were introduced. "I told them, if I didn't believe in intramurals, I wouldn't have stayed here 15 years," he said. "We've always said physical education comes first. Our priorities weren't like those at other schools, where intercollegiate sports got everything and the rest got nothing."

Although the emphasis was always on participation, Gingerich was clearly a coach who "played to win." During his eight seasons as head basketball coach, he posted a 83-42 record with only one losing season. But even in the heat of competition, he showed an unusual equanimity, for a coach, about the outcome of his team's games.

"He had an amazing ability to relax after tension," said Yoder, who served as Gingerich's assistant basketball coach. Yoder recalled a night when, after losing a close, tense game in the final minute of play, Gingerich returned to their hotel and was sleeping peacefully before Yoder was even ready for bed.

Whether the GC players were winning or losing, by far the most important part of coaching for Gingerich was his relationship with the players: "We established a confidence. I even signed bank notes for them." And although the college did not offer athletic scholarships, he had other ways of helping students pay their tuition. His 80-acre turkey farm provided jobs for those willing to chase, catch and load turkeys. "We'd often load two truckloads before classes started in the morning," he said. He and his wife Shirley also opened up their home for students needing an inexpensive place to live.

Gingerich also donated his time to raising funds for the athletic program. "When the Union Gym was built there was no equipment in it — nothing," he explained. The department successfully raised the money for the goals, baskets, bleachers and any other equipment.

"He always had the right connections to raise money," said Ruth Gunden, professor of physical education and director of women's athletics. "He met people well. They'd develop a trust in him and a readiness to cooperate."

Developing relationships with a variety of people has been an ongoing part of Gingerich's career. Through these relationships, diligent work and above all a love of sports, he created an athletic program that bears his hallmark today.

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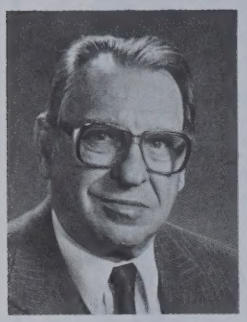

Athletics And Civilization

By J. Lawrence Burkholder

The symbiotic connection between sports and civilization has long been noted by cultural historians. Athenian runners, fleetfooted and graceful, symbolized the spiritual nature of Greek culture. Athletes were revered for the beauty of their form as well as for the speed of their running. They were thought to be animated by the soul, eventually to be released through death to celestial parts where space and time would no longer impede. The Olympics were annual religio-political celebrations of life with its possibilities and limits, conceptualized by a framework within which spirit exceeded matter as the ultimate reality.

By contrast, the Roman approach to athletics was decidedly crass, physical, commercial, violent and spectator-oriented. The arena was designed for a "circus" to satisfy carnal cravings not far removed from proverbial "bread." The horse race was not intended to say anything about the meaning of life but rather about the mastery of people over other people. The chariot race was not enough to satisfy decadent desires for triumph. Chariot wheels had to be studded with swords to guarantee that victory would be accompanied by destruction. The arena called for violence and blood, a logic satisfied only by thumbs down at gladitorial games.

Is there a relation between sports and life today? Do our games symbolize some underlying truths about modern life? I believe they do.

For one thing, athletics today are highly sophisticated. Every athletic event is supposed to follow a "game plan." Opposing teams are scouted; weak spots are exploited. Players do not simply play basketball or football; they play a "position." Coached professionally and scientifically, they are assigned a role within a larger team effort. Individual performance is monitored and statistically analyzed. Native ability is taken for granted but not trusted. One does not simply play, but "plays the game" as masterminded by someone else. Commentators call it a "team effort" when each player blocks out his opponent with almost mechanical precision thud after thud.

We can add power to sophistication. Tennis, once a game most artfully played by men in long white trousers or by Indian women in saris, has undergone a fundamental change. When played most successfully, tennis today is essentially a serve-and-volley game. A great player such as John McEnroe will serve a spinning ball at 90-100 miles per hour into the opponent's court. By the time the ball is returned, McEnroe has taken a position near the net in order to win the point with a well-placed volley. This is great tennis — powerful, quick, short, like the strike of a cobra. Earlier, tennis was a "ladies' and gentlemen's" game with many artful ground strokes before a hushed audience of polite patrons. Grace, patience, humor, almost reverence and low budgets may be contrasted with today's power, bad humor, killer instinct and exorbitant prize money.

Clearly tennis, like other sports today, reflects the temperament of a technological society bent on quick results, unbelievable power and almost cruel mastery. Of course, athletes today are better than ever, even at the high school and college levels. When I was young, the difference between a good player and a poor one was essentially a matter of natural ability. Now athletic skills depend to a much greater extent upon technical mastery of the game. Today our children learn to play tennis in classes, and Little Leaguers keep track of their averages.

The emphasis upon technical prowess in athletics reflects the very heart of our technological age. Our age is interested in results. We have learned how to manage and manipulate with unbelievable skill. And with the advent of micro-electronics, we have seen only the beginning of ever greater mastery of facts, figures and processes.

But we are no nearer to an understanding of the meaning of life and the purposes of history for having entered the micro-electronic age. In fact, our preoccupation with numerical sciences and word processing could distract us from questions of meaning. Forever asking the technical question of "how" to get from here to there could unwittingly prevent us from asking the philosophical question of "what" is the meaning of our civilization and "why" things are as they are.

But the greatest threat to our humanity lies in the possibility that preoccupation with technique may destroy the soul. By soul we do not mean an independent reality, but a condition of balance in which means and ends, technique and meaning, intellect and feeling are experienced in unity.

What must athletics do to be saved? Athletes need to make provision for soul, laughter, fun, amateur participation. We must recall the coach who, while reprimanding an errant player, said, "What do you think this is, a game?" We must learn to play a little more like kittens who know nothing about box office receipts, win and loss ratios and college reputations. We must put play back into the game as we attempt to put soul into our lives.